



# **New Mexico**

## **Teacher Assessments™**

# **Study Guide**

New Mexico Content Knowledge Assessments™

**26 Middle Level History, Geography,  
Economics, Civics and Government**



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# **An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test: Helpful Hints**

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

[An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test:  
Helpful Hints](#)



# **An Introduction to the New Mexico Content Knowledge Assessment of Middle Level History, Geography, Economics, Civics and Government**

The New Mexico Content Knowledge Assessments are designed to measure the subject matter knowledge and skills that are needed to teach effectively in New Mexico schools. This assessment is intended as an option for elementary K–8 teachers to establish that they are “highly qualified” under the “No Child Left Behind” legislation. The Middle Level History, Geography, Economics, Civics and Government test may not be taken to obtain a secondary license endorsement.

The Middle Level History, Geography, Economics, Civics and Government test consists of 100 selected-response questions.



# Test Framework

History  
Geography and Culture  
Political Science and Government  
Economics  
Social Studies Skills

## SUBAREA I—HISTORY

### **0001 Understand key historical terms and concepts, and recognize ways in which human beings view themselves and others over time.**

For example:

- apply important historical terms (e.g., chronology, nation-state, world/global, hegemony, culture) to the analysis of general historical phenomena and specific historical events
- recognize varying perspectives in historical writing and analyze social and cultural influences on historical inquiry
- use key concepts (e.g., time, causality, conflict, complexity) to identify and explain patterns of historical change and continuity within and across cultures
- use historical facts and concepts to make informed decisions about public issues with emphasis on the United States
- understand the relationship between geography and history and analyze the effects of human activity on the environment

**0002 Understand major political, social, economic, and cultural developments that shaped the course of world history to 1300, and analyze major periods of historical change within and across cultures.**

For example:

- analyze the geographic, political, economic, religious, and social structures of the early civilizations of Africa, Asia, the Middle East, Europe, and the Americas (e.g., Egypt, the Mesopotamian civilizations, the Greek city-states, Ghana, the T'ang dynasty, the Mauryans, pre-Columbian civilizations)
- demonstrate an understanding of the principal teachings and historical development of major religions of the world, including Hinduism, Buddhism, Judaism, Christianity, and Islam
- identify key factors in the rise and decline of the Roman Empire and analyze major legal, artistic, architectural, technological, and literary achievements of Roman society
- recognize major characteristics and achievements of Byzantine and Moslem cultures, and demonstrate an understanding of European society during the early Middle Ages
- explain commonalities and differences among nations and societies, and analyze patterns of change within and across cultures (e.g., analyze the structure and development of feudal societies in Europe and Asia)
- recognize contributions and roles of key figures in world history (e.g., Socrates, Plato, Alexander the Great, Julius Caesar, Augustus, Charlemagne, Joan of Arc, Marco Polo, Mohammed)

**0003 Understand major political, social, economic, and cultural developments that shaped the course of world history from 1300 to 1700, and analyze major periods of historical change within and across cultures.**

For example:

- analyze the evolution of medieval European civilization during the late Middle Ages and major developments associated with the Renaissance and Reformation that led to the emergence of modern nation-states
- recognize the major causes and consequences of European expansion, and analyze the interactions between Europeans and the peoples of Asia, Africa, and the Americas
- demonstrate an understanding of the rise and expansion of the Ottoman Empire, and describe major characteristics of Ottoman society
- evaluate political, economic, and social developments among various cultural groups in the world during this period (e.g., analyzing factors that influenced the evolution of Native American cultures, comparing the social and cultural characteristics of major Asian empires)
- analyze the exercise of power by world political leaders (e.g., Elizabeth I, Louis XIV, Mansa Musa, Montezuma, Tokugawa)
- identify factors contributing to the scientific revolution of the sixteenth century, and analyze the influence of the scientific revolution on the emergence of modern civilization

**0004 Understand the major political, social, and economic developments and turning points in U.S. history to 1815, and analyze the significance of cultural diversity in the early development of the United States.**

For example:

- demonstrate an understanding of Native American societies and cultures before 1700
- analyze European exploration and settlement of North America from the perspectives of various peoples (e.g., Native Americans, Africans, Europeans)
- identify and analyze the economic and political origins of the American Revolution, including British attempts to regulate colonial trade (e.g., Tea Act, Stamp Act, Intolerable Acts) and the colonists' reaction to British policy (e.g., boycotts, the Sons of Liberty, petitions, appeals to Parliament)
- evaluate the strengths and weaknesses of the Articles of Confederation, and analyze issues related to the creation and ratification of the U.S. Constitution
- recognize major accomplishments of early presidential administrations, and examine factors that influenced the emergence of political parties
- analyze the causes and consequences of the War of 1812

**0005 Understand major political, social, economic, and cultural developments in U.S. history from 1815 to 1900.**

For example:

- identify issues and events related to the development of the U.S. party system, and evaluate the presidential administration of Andrew Jackson
- recognize factors involved in western expansion and settlement of the United States, and analyze the effects of that expansion on indigenous populations
- analyze the origins, key events, and major consequences of the Civil War, and recognize the significance and contributions of key figures (e.g., Abraham Lincoln, Frederick Douglass, W. E. B. Du Bois, Jefferson Davis, Robert E. Lee, William Tecumseh Sherman, Ulysses S. Grant)
- analyze the consequences of Reconstruction, including the impact of Lincoln's assassination and the impeachment of Andrew Johnson, and post-Civil War segregation policies and their resulting impact on racial issues within the United States
- identify major causes and circumstances of the Industrial Revolution in the United States and evaluate its impact on U.S. society
- demonstrate an understanding of the experiences and contributions of diverse individuals and groups, including Native Americans, African Americans, Mexican Americans, Asian Americans, and women, in the development of the United States during the nineteenth century

**0006 Understand major political, social, and economic events and developments in New Mexico history, and analyze the diverse perspectives of those who participated in these events and developments.**

For example:

- demonstrate an understanding of the Native American peoples of New Mexico prior to European exploration and settlement, and examine the role of Native American peoples in the development of New Mexico and the Southwest
- analyze the Spanish conquest and settlement of the Southwest and the interactions among Spanish and Native American cultures in New Mexico
- analyze the influence of geographic factors on New Mexico's development, including the significance of trails and trade routes within the region, and demonstrate an understanding of how New Mexicans have adapted to their physical environments over time (e.g., the desert climate, control over water resources, pueblo structure, highway system, use of natural resources)
- demonstrate an understanding of the impact of New Mexico on the development of the American West, and the role played by New Mexico in the Civil War and Spanish-American War
- recognize how important individuals, groups, and events influenced the development of New Mexico from the sixteenth century to the present (e.g., Don Juan de Oñate, Don Diego de Vargas, the Pueblo Revolt, Popé, the Buffalo Soldiers, the Treaty of Guadalupe Hidalgo, the Navajo Long Walk, the Manhattan Project, Manuel Luján, Juneteenth)

**SUBAREA II—GEOGRAPHY AND CULTURE**

**0007 Understand important geographic concepts and terms, and use geographic tools and resources to generate and interpret information.**

For example:

- define and apply fundamental geographic terms and concepts (e.g., latitude, longitude, interdependence, accessibility, connections)
- recognize and apply important geographic themes (e.g., location, place, human–environment interactions, region, movement)
- recognize similarities and differences between maps and globes
- use maps, globes, charts, and databases of local, national, and world regions to locate natural and constructed features and to show relative location, direction, latitude and longitude, topography, climate, size, and shape
- interpret, analyze, and synthesize geographic information obtained from a variety of sources (e.g., aerial photographs, satellite images, geographic information systems, map projections, atlases, gazetteers)

**0008 Understand major physical features of the world and the natural processes that shape the earth's surface patterns and biosystems.**

For example:

- recognize the location and characteristics of major land masses, their significant landforms, and the relationship of these landforms to oceans and other bodies of water
- analyze ways in which geological and hydrological processes (e.g., volcanism, continental drift, tectonic processes, physical and chemical weathering, wind patterns, ocean currents, tidal movements) have caused changes in the earth's physical features over time
- identify characteristics of major physical and climatic regions and examine the effect of climate on human settlement and activity
- understand how physical processes influence the formation and location of resources and shape the environmental patterns of air, land, water, plants, and animals
- evaluate the impact of population growth and change on the physical environment

**0009 Understand major cultural regions of the world and the physical, cultural, and demographic processes and patterns that shape human societies and civilizations.**

For example:

- recognize major cultural characteristics and cultural groups associated with particular regions
- demonstrate an understanding of how cultures create a cultural landscape and how cultural landscapes change over time
- examine how the interaction of ethnic, regional, and national cultures influences specific situations or events
- identify economic, environmental, and cultural factors contributing to demographic change, and analyze the effect of physical and cultural factors on settlement patterns, land-use decisions, ecosystem changes, and the transmission of customs and ideas
- examine the impact of human migration on places, societies, and civilizations, and analyze patterns and processes of migration and diffusion

**0010 Understand major physical and cultural regions of New Mexico and the United States and analyze geographic relationships within and between regions.**

For example:

- recognize the physical, cultural, and regional characteristics of New Mexico and the United States
- identify state and national resource bases and analyze geological, climatic, and biological factors that have determined the location of major state and national resources
- examine factors affecting the location and distribution of human activities in New Mexico and the United States, including settlement and land-use patterns in urban, suburban, and rural areas, and analyze the impact of different settlement patterns on the environment
- demonstrate an understanding of how economic, political, cultural, and social processes interact to shape patterns of human populations in New Mexico and the United States, including their interdependence, cooperation, and conflict
- analyze cross-cultural exchanges within New Mexico and the United States and the efforts of various groups to maintain their cultural identities

**0011 Understand the diverse and dynamic nature of culture, and understand how culture, physical environment, individuals, groups, and institutions shape group and personal identities.**

For example:

- demonstrate an understanding of basic concepts of anthropology and sociology (e.g., acculturation, ethnocentrism, role, status, culture, social class), and use them to analyze connections and interactions among individuals, groups, and institutions in society
- analyze ways in which groups, societies, and cultures meet human needs, and recognize the role of perceptions, attitudes, values, beliefs, and media and technology in shaping the characteristics of places, groups, and individuals
- recognize how language, literature, the arts, architecture, artifacts, media, traditions, and behaviors interact and contribute to the preservation, development, and transmission of culture
- examine the role of institutions in promoting continuity and change, and analyze institutional influences on people, events, and cultures in historical and contemporary contexts
- use ideas, theories, and modes of inquiry drawn from anthropology, psychology, and sociology to examine general social phenomena and issues related to gender, ethnicity, and intercultural understanding
- analyze ways in which conflict can occur among individual and/or community belief systems, government policies, and laws in historical and contemporary contexts

**SUBAREA III—POLITICAL SCIENCE AND GOVERNMENT**

**0012 Understand important political science concepts, terms, and theories, and recognize characteristics of various political systems.**

For example:

- demonstrate an understanding of the origins and purposes of government (e.g., to control territory, to coordinate economic activities, to manage conflict), and analyze the impact of government on human activity at the local, state, national, and international levels
- use basic concepts of political science (e.g., power, role, status, justice, influence, natural rights, checks and balances, citizenship) to analyze general political phenomena and specific political issues
- recognize basic characteristics of various governmental systems (e.g., autocracy, constitutional democracy, oligarchy, monarchy), and examine commonalities and differences among governments
- demonstrate an understanding of the concepts of democracy and republic and analyze the emergence of these forms of government among the ancient Greeks and Romans
- analyze the influence of governmental models used by other groups (e.g., Iroquois Confederacy, British parliamentary system) on the governments established in the United States

**0013 Understand principles of democratic self-government in the United States and the rights and responsibilities of citizens in a democratic society.**

For example:

- demonstrate an understanding of the ideals expressed in the Declaration of Independence (e.g., inalienable rights, the rule of law, equality under the law), and analyze the fundamental concepts and purposes of the U.S. Constitution and the Constitution of the State of New Mexico
- recognize important sources of political, legal, and personal rights in New Mexico and the United States (e.g., Declaration of Independence, U.S. Constitution, New Mexico Bill of Rights)
- identify the rights guaranteed to citizens of the United States (e.g., freedom of religion, expression, assembly, and press; the right to a fair trial; equal protection; due process), and analyze the application of individual rights in contemporary U.S. society
- examine the obligations of citizenship in a democratic society (e.g., serving on juries, paying taxes, voting, registering for selective service), and distinguish between legal requirements and civic responsibilities
- analyze developments that have expanded the rights of individuals and groups in U.S. public life (e.g., the civil rights movement, the women's movement, the Native American rights movement)

**0014 Understand the structure, organization, and operation of federal, state, and tribal governments, and the powers granted to the three branches of government.**

For example:

- demonstrate an understanding of the concepts of federalism, separation of powers, and checks and balances, and analyze their evolution in American political thought and practice
- examine the structure and operation of the federal government (e.g., the duties and powers of the executive, legislative, and judicial branches)
- compare the purpose and functions of federal, state, and local governments
- recognize major features of governmental organization and political processes at the local and state levels in New Mexico
- demonstrate an understanding of the sovereignty, structure, and functions of Native American tribal governments and their relationship to local, state, and federal governments

**0015 Understand the U.S. election process and the role of political parties and participatory citizenship in the U.S. political system.**

For example:

- identify components of the U.S. electoral process (e.g., primary elections, caucuses, national political conventions), and analyze factors that influence political processes at the local, state, and national levels
- examine significant developments in the evolution of political parties in the United States
- analyze factors that influence elections at the local, state, and national levels (e.g., campaign funding, negative advertising, propaganda)
- identify skills and attitudes necessary for effective participatory citizenship in a democratic society, and recognize forms of discussion and participation consistent with the ideals of U.S. citizens
- examine the influence of public opinion and various forms of civic action on public policy, and recognize ways in which public policies and citizen behaviors reflect the ideals of a democratic republican form of government

**SUBAREA IV—ECONOMICS**

**0016 Understand important economic concepts, terms, theories, and various types of economic systems, and analyze basic economic phenomena and the structure, principles, and operation of different models of economic organization.**

For example:

- define important economic terms and concepts (e.g., scarcity, supply and demand, opportunity cost, economies of scale, specialization, entrepreneurship), and use them to analyze general economic phenomena and specific economic problems
- recognize the contributions of major economic thinkers (e.g., Adam Smith, Karl Marx, John Maynard Keynes, Milton Friedman)
- recognize basic characteristics of traditional, command, market, and mixed economies, including the economies of Native American peoples, and analyze how different types of economic systems address fundamental questions concerning resource allocation, production, and distribution
- analyze and compare the structure, operation, and role of government in different economic systems
- analyze ways in which various economic systems and institutions influence individuals, families, businesses, communities, and government

**0017 Understand the components, structure, organization, and operation of the U.S. economy.**

For example:

- demonstrate an understanding of the development, values, and basic principles of the U.S. economic system (e.g., free enterprise, individual entrepreneurship, competitive markets, consumer sovereignty)
- analyze interactions among the various components of the U.S. economic system (e.g., households, business firms, banks, government agencies, labor unions, corporations)
- demonstrate an understanding of factors affecting the formulation of U.S. economic policy, and apply this knowledge to the analysis of economic issues and problems (e.g., productivity, job creation, inflation, taxation)
- examine patterns of work and economic activities in New Mexico and the United States
- demonstrate an understanding of the relationships among New Mexico, tribal, and United States economic systems, and compare and contrast New Mexico commerce with that of other states' commerce

**0018 Understand the international economic structure and the role of interdependence in the contemporary global economy.**

For example:

- define and apply basic terms and concepts of international economics (e.g., specialization, balance of payments, comparative advantage, exchange rates)
- identify the functions of major institutions of international trade and finance (e.g., International Monetary Fund, World Trade Organization, World Bank)
- analyze interactions between domestic and global economic systems (e.g., North American Free Trade Agreement, European Union, Association of Southeast Asian Nations)
- recognize how economic interdependence among countries around the world can improve their standard of living
- analyze alternative models of economic growth and development

**SUBAREA V—SOCIAL STUDIES SKILLS**

**0019 Understand how to locate, gather, and organize primary and secondary information using standard historical and social science resources and research methodologies.**

For example:

- recognize characteristics and uses of historical, geographic, and social science reference materials (e.g., encyclopedias, almanacs, biographies, atlases)
- apply procedures for retrieving information using traditional sources and current technologies (e.g., computers, CD-ROM, the Internet)
- demonstrate an understanding of appropriate methods and techniques for collecting information in the social sciences (e.g., interviews, surveys, case studies)
- demonstrate knowledge of appropriate documentation of source and authorship

**0020 Understand and apply methods for evaluating and interpreting sources of social studies information.**

For example:

- compare primary and secondary sources and analyze their advantages and limitations
- analyze factors affecting the reliability and validity of social studies information sources (e.g., the economic or political interests of the author of a historical account)
- apply knowledge of the advantages and limitations of various standard map projections
- interpret social studies information presented in various formats (e.g., texts, graphs, charts, tables, political cartoons)

**0021 Understand how to formulate issues and frame questions, analyze and synthesize information, make generalizations, and reach supportable judgments and conclusions.**

For example:

- apply research procedures in history and the social sciences (e.g., formulating questions and hypotheses, interpreting quantitative data), and evaluate alternative formulations of a research problem
- analyze arguments in social studies materials (e.g., identify central questions in public policy debates, distinguish between fact and interpretation in primary and secondary historical accounts)
- analyze issues in social studies from multiple perspectives
- determine whether specific conclusions or generalizations are supported by verifiable evidence

**0022 Understand how to communicate social studies information using various formats, and demonstrate the ability to translate information from one format to another.**

For example:

- summarize the main points and supporting evidence (e.g., note taking, outlining) of a historical narrative, political point of view, or geographic, economic, sociological, or anthropological analysis
- evaluate the appropriateness of alternative written and graphic formats to convey a specific body of information
- translate written information into tabular and graphic forms



# Sample Test Directions

A sample of the general directions for the New Mexico Content Knowledge Assessment of Middle Level History, Geography, Economics, Civics and Government is shown in the box below.

You should have in front of you:

- (1) a test booklet for the assessment for which you registered (check the assessment name on the front cover);
- (2) an Answer Sheet A; and
- (3) a No. 2 lead pencil.

*IF YOU ARE MISSING ANY OF THESE MATERIALS, NOTIFY YOUR TEST ADMINISTRATOR. REMOVE ALL OTHER MATERIALS FROM YOUR DESK.*

## TEST DIRECTIONS

Each question in this booklet is a selected-response question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on Answer Sheet A in the space that corresponds to the question number. Completely fill in the circle having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

Sample Question:

1. What is the capital of New Mexico?
  - A. Albuquerque
  - B. Las Cruces
  - C. Santa Fe
  - D. Silver City

The correct answer to this question is C. You would indicate that on Answer Sheet A as follows:

1.  A  B  C  D

Try to answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing.

You may use the margins of the test booklet for scratch paper, but all of your answers must be recorded on the answer sheet. Answers that are in the test booklet will not be scored.

The words "End of Test" indicate that you have completed the test. You may go back and review your work, and be sure you have answered all questions before raising your hand for dismissal. Your test materials must be returned to a test administrator when you finish the test.

**FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM.**

This testing session will last four hours. You may work at your own pace. If you have any questions, please ask them now before beginning the test.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.



# Sample Selected-Response Questions

This section presents sample selected-response questions for you to review as part of your preparation for the New Mexico Content Knowledge Assessment of Middle Level History, Geography, Economics, Civics and Government. To demonstrate how the test competencies may be assessed, each sample question is preceded by the competency that it measures. On an actual test, the competencies will not be given.

The sample selected-response questions are designed to illustrate the nature of the test questions. They should not be used as a diagnostic tool to determine your individual strengths and weaknesses. The selected-response questions require you to demonstrate more than the ability to recall factual information. They ask you to think critically about the information, to analyze it, to consider it carefully, or to apply it to a hypothetical situation.

Work through each question carefully before referring to the answer key, which is located at the end of the section.

**Competency 0003**

*Understand major political, social, economic, and cultural developments that shaped the course of world history from 1300 to 1700, and analyze major periods of historical change within and across cultures.*

1. Which of the following features of Incan civilization of the fifteenth century C.E. most distinguished it from European societies of the same period?
  - A. its hierarchical social structure
  - B. state planning of all major economic activities
  - C. its hereditary emperor
  - D. state reliance on religion to maintain social order

**Competency 0005**

*Understand major political, social, economic, and cultural developments in U.S. history from 1815 to 1900.*

2. The presidency of Andrew Jackson is most closely associated with which of the following developments in nineteenth-century U.S. history?
  - A. the mobilization of popular opposition to slavery
  - B. the creation and growth of the factory system
  - C. the expansion of popular participation in the political system
  - D. the development and spread of public education

**Competency 0006**

*Understand major political, social, and economic events and developments in New Mexico history, and analyze the diverse perspectives of those who participated in these events and developments.*

3. Which of the following best summarizes the primary goal of Hispanic political activists in the 1960s led by Reies López Tijerina?
  - A. to desegregate New Mexico public schools
  - B. to expand Hispanic employment
  - C. to gain control of the state Democratic Party
  - D. to reclaim Spanish land grants

**Competency 0010**

*Understand major physical and cultural regions of New Mexico and the United States and analyze geographic relationships within and between regions.*

4. Which of the following best describes a basic feature of the cultural geography of New Mexico?
  - A. The first Spanish settlers established communities in the central Rio Grande Valley.
  - B. The Sangre de Cristo mountain range is the traditional homeland of most of the state's Native Americans.
  - C. The eastern third of New Mexico is the most culturally diverse region of the state.
  - D. Most citizens who trace their ancestry to Mexico live in the northwest corner of the state.

**Competency 0010**

*Understand major physical and cultural regions of New Mexico and the United States and analyze geographic relationships within and between regions.*

5. Which of the following most influenced patterns of population distribution in the trans-Mississippi West during the late nineteenth century?
  - A. average annual precipitation in a given area
  - B. the route of major railway lines
  - C. supplies of wood and other building materials in a given area
  - D. the location of major military posts

**Competency 0012**

*Understand important political science concepts, terms, and theories, and recognize characteristics of various political systems.*

6. The ancient Athenians most influenced the development of which of the following features of modern democracies?
  - A. representative government
  - B. universal suffrage
  - C. competitive political parties
  - D. freedom of expression

**Competency 0015**

*Understand the U.S. election process and the role of political parties and participatory citizenship in the U.S. political system.*

7. Mobilizing public opinion to carry out civic action on public policy issues best illustrates how citizens are able to give meaning to which of the following principles established by the U.S. Constitution?
  - A. popular sovereignty
  - B. majority rule
  - C. equal protection of the laws
  - D. limited government

**Competency 0018**

*Understand the international economic structure and the role of interdependence in the contemporary global economy.*

8. Which of the following best describes the main function of the World Trade Organization?
  - A. to monitor changes in the balance of payments of nations engaged in international commerce
  - B. to reduce barriers to the international exchange of goods and services
  - C. to regulate changes in exchange rates by nations engaged in international commerce
  - D. to promote the production of specific goods that can be exchanged in international markets

**Competency 0019**

*Understand how to locate, gather, and organize primary and secondary information using standard historical and social science resources and research methodologies.*

9. Which line on the chart below correctly matches a reference work with the type of information likely to be found there?

<b>Line</b>	<b>Reference</b>	<b>Information Type</b>
1	almanac	articles about world industrial leaders
2	periodical index	locations of historical manuscript collections
3	bibliography	lists of major international treaties
4	gazetteer	names and descriptions of geographical places

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

**Competency 0022**

*Understand how to communicate social studies information using various formats, and demonstrate the ability to translate information from one format to another.*

10. **Read the passage below; then answer the question that follows.**

One of the great strengths of the U.S. economy during the 1920s was the tremendous increase in industrial productivity. Unfortunately, however, wages did not keep pace with advances in output. Between 1923 and 1929, a period during which productivity increased 32 percent, wages rose a mere 8 percent. During the same six-year period, corporate dividends climbed 65 percent and profits increased 62 percent. These figures had potentially troublesome implications for an economy based increasingly on mass consumption.

A writer seeking to translate the information above into graphic form would be best advised to use which of the following formats?

- A. bar graph
- B. timeline
- C. circle graph
- D. flowchart



# **Answer Key for the Sample Selected-Response Questions**

1. B
2. C
3. D
4. A
5. B
6. D
7. A
8. B
9. D
10. A