



GACE® History Assessment

Test at a Glance

Updated September 2017

See the GACE® History Assessment Study Companion for practice questions and preparation resources.

Assessment Name	History
Grade Level	6–12
Test Code	Test I: 034 Test II: 035 Combined Test I and Test II: 534
Testing Time	Test I: 2 hours and 10 minutes Test II: 2 hours and 10 minutes Combined Test I and Test II: 4 hours and 20 minutes
Test Duration	Test I: 2.5 hours Test II: 2.5 hours Combined Test I and Test II: 5 hours
Test Format	Computer delivered
Number of Selected-response Questions	Test I: 80 Test II: 80 Combined Test I and Test II: 160
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the <i>Guide to Taking a GACE Computer-delivered Test.</i>
Number of Constructed-response Questions	Test I: 0 Test II: 0 Combined Test I and Test II: 0

About this Assessment

The GACE History assessment is designed to measure the professional knowledge of prospective teachers of secondary school History in the state of Georgia.

This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test.

The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

Content Specifications

Each test in this assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for the tests in this assessment on the following pages.

Test I Subareas

Subarea	Approx. Percentage of Test
I. World History to 1450 C.E.	40%
II. World History from 1450 C.E. to the Present	60%

Note: This examination uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some world history textbooks. The test also contains questions about whether students possess thinking skills that are specifically historical in nature; e.g., knowing the difference between primary and secondary sources and how chronology influences understanding of cause and effect.

Test I Objectives

Subarea I: World History to 1450 C.E.

Objective 1: Knows political, economic, social, and cultural developments in World history to 1450 C.E.

The beginning History teacher:

- A. Knows world geography and how global climatic and environmental factors shape human history
- B. Knows the characteristics and structures of hunting-and-gathering societies and the shift that occurred with the Neolithic Revolution circa 8000 B.C.E.
- C. Understands the significance of early river valley civilizations in the period circa 8000–1000 B.C.E. and in the Americas in the period 2000 B.C.E.–1500 C.E.
- D. Understands the rise and significance of, and interactions among, the classical civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E.–500 C.E.
- E. Understands the spread of Hinduism, Confucianism, Buddhism, Judaism, Christianity, and Islam
- F. Knows the collapses of empires (e.g., Han China, Western Roman Empire, Gupta) in the period circa 200–600 C.E.
- G. Understands the formation of new empires and political systems in the period circa 450–1450 C.E. including Byzantine, Mongol, African, and Mesoamerican
- H. Understands the spread of Islam and its impact on political, social, and economic systems in the period circa 600–1450 C.E.
- I. Knows the economic, political, and cultural developments in medieval Europe in the period circa 600–1450 C.E. and their global impacts

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- J. Understands the emergence, function, and effects of interregional networks (e.g., the Silk Roads, Mediterranean Sea trade, trans-Saharan trade) in the period circa 1–1450 C.E.

Subarea II: World History from 1450 C.E. to the Present

Objective 1: Knows political, economic, social, and cultural developments in World history from 1450 C.E. to the Present

The beginning History teacher:

- A. Knows the causes and major events of European exploration and colonization in the period 1450–1750 C.E., and the global economic and cultural impact of the Columbian Exchange; e.g., global political competition, trade, technological, and biological exchanges
- B. Knows the origins, development, and contributions of major new political entities in various parts of the world in the period 1450–1750 C.E.; e.g., the Ottoman Empire, the Safavid Empire, the Mughal Empire
- C. Knows the main characteristics and global economic, social, and cultural effects of the Atlantic, trans-Saharan, and East African slave trade circa 1400–1880 C.E.
- D. Knows the characteristics and significance of the Renaissance and the Reformation
- E. Knows the characteristics and significance of absolutism, the Enlightenment, and the Scientific Revolution
- F. Understands the causes, major events, and effects of the Industrial Revolution 1750–1914
- G. Knows the causes, major events, and effects of political revolutions, unifications, and independence movements in the period 1750–1914; e.g., United States, France, Haiti, Latin America
- H. Knows the causes, major events, and indigenous reactions to Western nationalism, imperialism, and colonization in the period 1840–1945
- I. Understands the main causes, major events, and major political effects of the First and Second World Wars
- J. Knows the social, cultural, scientific, and artistic transformations of the period 1900–1945
- K. Understands the main causes, major events, and global effects of the rise of communism and of the Cold War in the period 1945–1989; e.g., North Korea, Cuba, Congo
- L. Understands the role of international organizations and the evolution of regional economic blocs in the 20th century; e.g., United Nations, North American Free Trade Agreement, European Union

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- M. Knows the main causes, major events, and effects of decolonization and nationalist movements in sub-Saharan Africa, North Africa, the Middle East, South Asia, and Southeast Asia in the period circa 1890–1990; e.g., India, Algeria, South Africa
 - N. Understands the rising prominence of women in politics in the 20th century
 - O. Knows the causes and global effects of the collapse of communism in Europe and the breakup of the Soviet Union
 - P. Knows the global economic and technological changes in the late 20th and early 21st centuries (e.g., new patterns of migration, transnational corporations, global popular culture)
 - Q. Understands the major genocides of the 20th century; e.g., the Holocaust, Soviet mass murders, Rwanda

Test II Subareas

Subarea	Approx. Percentage of Test
I. United States History to 1877	40%
II. United States History from 1877 to the Present	40%
III. History of Georgia	20%

Note: This examination uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some world history textbooks. The test also contains questions about whether students possess thinking skills that are specifically historical in nature; e.g., knowing the difference between primary and secondary sources and how chronology influences understanding of cause and effect.

Test II Objectives

Subarea I: United States History to 1877

Objective 1: Knows political, economic, social, and cultural developments in United States history to 1877

The beginning History teacher:

- A. Knows North American geography, peoples, and cultures prior to European colonization
- B. Understands the interactions between humans and the environment throughout North American history
- C. Knows the reasons European colonies in North America were founded and how imperial and political conflicts and indigenous interests shaped the colonies' political and social development
- D. Knows the demographic and economic development of the British colonies in North America
- E. Knows the economic, social, and cultural effects of slavery in the British American colonies and in the antebellum United States
- F. Understands the major causes and events of the American Revolution
- G. Understands the successes and failures of the Articles of Confederation and the context that led to the writing and adoption of the United States Constitution and Bill of Rights
- H. Knows the major political developments in the United States during the presidential administrations of George Washington, Thomas Jefferson, and Andrew Jackson from the 1790s until the Civil War
- I. Understands the causes and effects of United States territorial expansion and the growth of sectionalism in the 19th century

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- J. Understands the market economy's emergence, development, and effects in the United States in the first half of the 19th century
 - K. Understands the causes and effects of reform movements and religious movements in the antebellum United States; e.g., women's rights, abolition of slavery, temperance
 - L. Understands the causes and major events of the Civil War
 - M. Knows the legal, political, and social dimensions of Reconstruction to 1877

Subarea II: United States History from 1877 to the Present

Objective 1: Knows political, economic, social, and cultural developments in United States history from 1877 to the Present

The beginning History teacher:

- A. Understands how and why industrialization, urbanization, and immigration shaped the development of the United States in the 19th and early 20th centuries
- B. Knows the global patterns and effects of United States imperialism in the late 19th and early 20th centuries
- C. Knows regional developments in the United States (e.g., Jim Crow laws, American Indian policies) in the late 19th and early 20th centuries
- D. Understands the changes in the politics, economy, and society of the United States resulting from Gilded Age and Progressive Era reforms
- E. Understands the causes, major events, and effects of participation in the First World War on United States politics, society, and culture
- F. Knows the political, social, economic, cultural, and demographic changes that occurred in the United States in the 1920s
- G. Knows the causes and effects of the Great Depression
- H. Knows the goals and programs of the New Deal and their effect on government, politics, the economy, and society
- I. Knows the causes, major events, and effects of participation in the Second World War on United States politics, society, and culture
- J. Knows the origins, development, and effects of the Cold War both abroad and domestically
- K. Knows the causes, major events, and effects of the movements for civil rights by African Americans and other groups (e.g., women, Hispanics, American Indians) in the 20th century
- L. Understands the social changes in the United States from the 1940s to the 1970s; e.g., the baby boom, counterculture, the sexual revolution
- M. Knows the major social policy initiatives and political movements in the United States since the Second World War; e.g., the Great Society, the Reagan Revolution

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- N. Understands the global technological changes in the late 20th and early 21st centuries and their effects on the United States
 - O. Understands the economic changes in the late 20th and early 21st centuries and their effects on the United States
 - P. Understands the changing role of the United States in the post-Cold War world

Subarea III: History of Georgia

Objective 1: Knows political, economic, social, and cultural developments in the history of Georgia to 1877

The beginning History teacher:

- A. Knows Native American cultures in Georgia prior to the European colonization and initial European exploration of Georgia
- B. Knows the reasons the colony of Georgia was founded and how it developed
- C. Knows the role of Georgia in the American Revolution
- D. Understands the Georgia Constitution of 1777, Georgia's history under the Articles of Confederation, and Georgia's role at the Constitutional Convention of 1787
- E. Understands the factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840
- F. Knows the impact of the Civil War and Reconstruction on Georgia

Objective 2: Knows political, economic, social, and cultural developments in the history of Georgia from 1877 to Present

The beginning History teacher:

- A. Knows the key political, social, and economic changes that occurred in Georgia between 1877 and 1918
- B. Understands how events in the United States and the world during the period 1918-1941 shaped Georgia's development economically, socially, and politically
- C. Understands the impact of the Second World War on Georgia's development economically, socially, and politically
- D. Knows the key post-World War II developments in Georgia from 1945 to 1970
- E. Understands the role of Georgia in the modern civil rights movement
- F. Understands the significant social, economic, political, and demographic changes in Georgia since 1970