



Georgia Assessments for the Certification of Educators®



GACE® Study Companion

History Assessment

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About the Assessment

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

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.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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.

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- I. Knows the economic, political, and cultural developments in medieval Europe in the period circa 600–1450 C.E. and their global impacts
 - 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, Tokugawa Japan, Qing China, 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 ideological conflicts between democratic capitalist and communist societies during the Cold War period 1945–1989; e.g., North Korea, East Germany, Cuba, Hungary, Czechoslovakia
- 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

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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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

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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 in North America prior to and during European Colonization
- C. Knows the reasons British, French, and Spanish 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

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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- I. Understands the causes and effects of United States territorial expansion and the growth of sectionalism in the 19th century
 - 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

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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- 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
 - 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

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Practice Questions

The practice questions in this study companion are designed to familiarize you with the types of questions you may see on the assessment. While they illustrate some of the formats and types of questions you will see on the test, your performance on these sample questions should not be viewed as a predictor of your performance on the actual test. Fundamentally, the most important component in ensuring your success is familiarity with the content that is covered on the assessment.

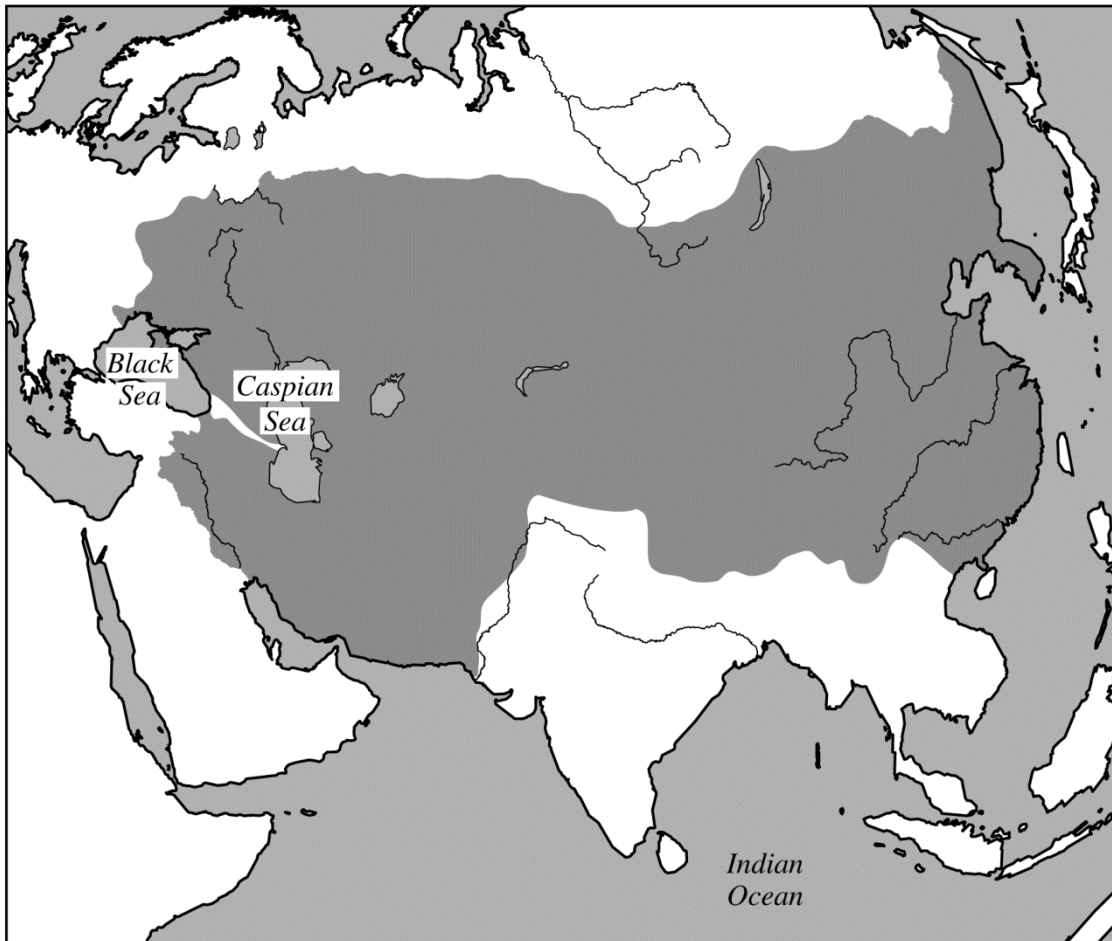
To respond to a practice question, choose one of the answer options listed. Be sure to read the directions carefully to ensure that you know what is required for each question. You may find it helpful to time yourself to simulate actual testing conditions. A correct answer and a rationale for each sample test question are in the section following the practice questions.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person's performance in any given testing situation.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

EURASIA, 1300



1. The shaded land area of the map above indicates which of the following?
 - A. The regions affected by bubonic plague
 - B. Conquests by the Russian monarchy
 - C. The greatest extent of Mongol control
 - D. The farthest spread of Buddhism

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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2. Transition to agriculture in Mesoamerica differed from the transition to agriculture in Southwest Asia in that the transition in Mesoamerica
- A. occurred much earlier than the transition in Southwest Asia.
 - B. was driven by political decisions made by Mesoamerican rulers, whereas the transition in Southwest Asia was driven by economic and demographic factors.
 - C. was not accompanied by the domestication of draft or pasture animals, whereas the transition in Southwest Asia was accompanied by the domestication of such animals.
 - D. did not involve the domestication of cereal grains, whereas the transition in Southwest Asia was based on the domestication of cereal grains.

Answer and Rationale

3. During the 8th century C.E., which of the following pairs of empires competed for control of central Asia?
- A. The Byzantine empire and Han China
 - B. The Abbasid caliphate and Tang China
 - C. The Mongol empire and Gupta India
 - D. The Mughal empire and Sassanid Persia

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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4. The Phoenicians are best known for their achievements in which of the following areas?
- A. Weapons technology
 - B. Trade and exploration
 - C. Literature
 - D. Agriculture

Answer and Rationale

5. Which of the following was the major result of the work of India's Muslim League in the 1940s?
- A. The unification of Indians across religious and ethnic lines to achieve independence from Great Britain
 - B. A growing division between the Westernized upper middle class and the majority of Indians
 - C. Partition of the independent subcontinent into Muslim Pakistan and a secular but predominantly Hindu India
 - D. The initiation of Indian nationalists' negotiations with Britain's wartime enemies of Germany and Japan

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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6. Which of the following was the underlying cause of the 1994 Rwandan genocide?
- A. The small size and limited powers of the United Nations peacekeeping force in Rwanda
 - B. The ethnic, economic, and political rivalries between members of Rwanda's Hutu majority and Tutsi minority
 - C. The territorial ambitions of Rwanda's neighboring states, which led them to intervene repeatedly in Rwandan affairs with the goal of destabilizing the country
 - D. The religious divide between mostly Muslim northern Rwanda and mostly Christian southern Rwanda

Answer and Rationale

7. During the Cold War the term "Non-Aligned Movement" referred to a group of countries that
- A. had rapidly developing economies based on technology and international finance, such as Singapore, South Korea, and Taiwan.
 - B. avoided formal political or economic affiliation with either the Soviet or the Western bloc, such as India, Indonesia, and Egypt.
 - C. were former colonies with White elites who continued to govern after decolonization, such as Rhodesia and South Africa.
 - D. harbored foreign militant organizations and were ostracized by the Western bloc, such as Libya and Iran.

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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8. “The political situation in Africa today is heartening and at the same time disturbing. It is heartening to see so many new flags hoisted in place of the old; it is disturbing to see so many countries of varying sizes and at different levels of development, weak and, in some instances, almost helpless. . . . The greatest contribution that Africa can make to the peace of the world is to . . . [create] a political union which will by its success, stand as an example to a divided world. . . . We have to prove that greatness is not to be measured in stockpiles of atom bombs.”
— Kwame Nkrumah, first president of Ghana, 1961.

The ideas expressed by Kwame Nkrumah in the passage above are most representative of the ideology of

- A. Pan-Africanism.
- B. the international socialist movement.
- C. the anti-apartheid movement.
- D. the liberation theology movement.

Answer and Rationale

9. “Let the working man and the employer make free arrangements, and in particular let them agree freely as to the wages; nevertheless, there exists a dictate of natural justice more imperious and ancient than any bargain between man and man, namely that the wages ought not be insufficient to support a frugal and well-behaved wage-earner. . . . [Employers] are reminded that, according to natural reason and Christian philosophy, working . . . is creditable, not shameful, to man, since it enables him to earn an honorable living.”
—Pope Leo XIII, *Rerum Novarum*, official pronouncement, 1891.

Based on the excerpt above, it can be concluded that Pope Leo XIII’s main purpose in *Rerum Novarum* was to

- A. argue that employers had an ethical and religious duty to treat their employees fairly.
- B. purpose strict government regulations of labor markets.
- C. support the formation and growth of trade unions.
- D. warn against the danger of a possible communist revolution, if workers’ conditions did not improve.

Answer and Rationale

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

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10. “Man being . . . by nature free, equal, and independent, no one can be . . . subjected to the political power of another, without his consent.”

The statement above was most likely made by

- A. John Locke.
- B. Edmund Burke.
- C. Bishop Jacques Bossuet.
- D. Adam Smith.

Answer and Rationale

11. Which of the following was a major result of Japan’s Meiji Restoration?

- A. Japan revived some aspects of feudal society
- B. Japan granted Korea political and cultural autonomy
- C. Japan sought alliances with Russia and China
- D. Japan created a modern industrial economy

Answer and Rationale

12. The framers of the United States Constitution made the number of a state's seats in the House of Representatives proportional to the

- A. physical size of the state.
- B. total population living in the state.
- C. population of free people living in the state plus three-fifths of the slaves in the state.
- D. population of property-owning males in the state.

Answer and Rationale

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

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13. Which of the following caused the largest number of deaths among Native Americans in the colonial period?
- A. Diseases such as smallpox
 - B. Enslavement by European settlers
 - C. Famines caused by game depletion
 - D. Problems caused by relocation

Answer and Rationale

14. In the period 1890 to 1914, the majority of immigrants to the United States came from which of the following?
- A. Germany, Great Britain, and Ireland
 - B. Italy, Austria-Hungary, and Russia
 - C. Ireland, Japan, and India
 - D. China, Brazil, and Scandinavia

Answer and Rationale

15. The Tea Act passed by Parliament in 1773 angered American colonists primarily because it
- A. gave the British East India Company a monopoly on the tea trade.
 - B. dramatically increased the price of tea.
 - C. hurt tea planters in the North American colonies by lowering prices.
 - D. decreased the supply of tea available in the North American colonies.

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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16. Which of the following best summarizes the attitude of most delegates to the United States Constitutional Convention in 1787 toward the development of political parties?
- A. Parties would be beneficial to the growth of democracy.
 - B. Parties would eventually return the country to dependence on Great Britain because they were suggestive of rule by monarchy.
 - C. Parties would divide the country into hostile camps and would be disruptive to the conduct of political affairs.
 - D. Parties would ensure that the delegates would control the government of the new nation.

Answer and Rationale

17. President Lyndon Johnson's Great Society legislation was premised on a view of the role of the federal government in domestic policy that was most similar to that of
- A. Herbert Hoover.
 - B. Franklin D. Roosevelt.
 - C. Richard Nixon.
 - D. Ronald Reagan.

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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18. Which of the following best summarizes the key policy goals of the second-wave feminism movement of the 1970s?
- A. Defending traditional gender roles at home and in the workplace, and opposing the Equal Rights Amendment of 1972
 - B. Obtaining for women the rights to vote, own property, and engage in legal and business transactions
 - C. Passing a legal prohibition of the sale of alcohol and limiting immigration
 - D. Demanding equal pay for equal work and removing restrictions on women's reproductive rights

Answer and Rationale

19. The construction of an extensive road network funded by the federal government under the Interstate Highway Act of 1956 changed the built form of metropolitan areas in the United States by encouraging the
- A. greater use of public transit for travel to work.
 - B. concentration of manufacturing in central cities.
 - C. shrinking of metropolitan areas in terms of the land area they occupied.
 - D. expansion of housing and jobs in suburbs.

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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20. The decision of the Supreme Court of the United States in *Brown v. Board of Education of Topeka* (1954) overturned the judicial precedent that had allowed
- A. the teaching of evolution in public schools.
 - B. gender segregation in private schools and social clubs.
 - C. separate but equal public facilities for Black people and White people.
 - D. federal funding of local public schools and state universities.

Answer and Rationale

21. The Reagan Revolution of the 1980s had which of the following effects on political party alignments in national elections?
- A. Latino voters who formerly had tended to vote for Democrats in national elections turned decisively to the Republican Party
 - B. White voters in the South who had voted for Republicans since the Reconstruction turned to the Democratic Party
 - C. Working-class White voters who had formerly voted for Democrats began to turn to the Republican Party
 - D. African American voters who had left the Republican Party in large numbers during the Jim Crow era returned to the Republican Party

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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22. The end of the Cold War allowed the United States to
- A. end its long-standing special relationship with Great Britain.
 - B. reduce its nuclear arsenal and limit the numbers of its troops stationed in Western Europe.
 - C. reduce its military and foreign policy involvement in the Middle East.
 - D. renew its involvement in major military operations in Southeast Asia.

Answer and Rationale

23. Which of the following United States programs provided money, supplies, and machinery to assist participating European countries in rebuilding after the Second World War?
- A. Truman Doctrine
 - B. Atlantic Charter
 - C. Point Four Program
 - D. Marshall Plan

Answer and Rationale

24. The Trail of Tears relocated most of the Cherokee Nation to which part of the country?
- A. Reservations in the Dakota Territory
 - B. Territory in present-day Oklahoma
 - C. Land acquired from the Mexican Cession
 - D. Land gained from the land dispute in Oregon country

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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25. Which of the following political figures was a governor who supported Georgia's secession from the Union but opposed some of the actions of Jefferson Davis during the Civil War?
- A. Wilson Lumpkin
 - B. John B. Gordon
 - C. Joseph E. Brown
 - D. Rufus Bullock

Answer and Rationale

26. Which of the following best explains why the population of Georgia has expanded rapidly since the 1960s?
- A. The construction of accessible public transportation throughout the state
 - B. Growth in the population of farm workers on a per-acre basis
 - C. Large tax breaks for corporations based in Georgia
 - D. Diversification of the state economy and the invention of air conditioning

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Answer Key and Rationales

Question Number	Correct Answer	Rationale
1	C	<p>Option C is correct. Mongol power reached its height by the end of the 13th century. The Mongols controlled an area from eastern Europe to the Chinese coast. Mongol power fragmented soon after 1300.</p> <p>Back to Question</p>
2	C	<p>Option C is correct. Pre-Columbian Mesoamerican societies had a few domesticated animals, including dogs, turkeys, and Muscovy ducks, but they did not have large domesticated mammals that could be used as draft or pasture animals. In Southwest Asia, on the other hand, several important large animal species — notably cattle, sheep, and goats — were domesticated concurrently with (or shortly after) the adoption of agriculture.</p> <p>Back to Question</p>
3	B	<p>Option B is correct. By the middle of the eighth century C.E., the Chinese Tang dynasty rulers had established Chinese rule over most of the Tarim Basin (in present-day Xinjiang province), and Tang armies had begun to press farther west into present-day Kyrgyzstan, Kazakhstan, and Uzbekistan. At the same time, the rulers of the newly established Abbasid caliphate in Baghdad, having defeated their rivals of the Umayyad dynasty, were eager to expand their territory into Central Asia. The armies of the two empires met in battle at the Talas River in 751 C.E. with the Muslim forces emerging victorious. The Battle of Talas River had a long-lasting effect on world history because it effectively set the limits on China's westward expansion and ensured the long-term predominance of Islam in Central and west-central Asia.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
4	B	<p>Option B is correct. The Phoenicians concentrated on trade and exploration and pioneered shipbuilding and navigational techniques. They traded and spread their knowledge throughout the ancient Mediterranean world.</p> <p>Back to Question</p>
5	C	<p>Option C is correct. The Muslim League organized to create an independent Muslim state. The league persuaded the British government that an independent India with a Hindu majority would persecute Muslims. In 1947, the British split the Indian subcontinent into two independent states: Pakistan, which was largely Muslim, and India, which had a Hindu majority.</p> <p>Back to Question</p>
6	B	<p>Option B is correct. Rwandan genocide occurred in the context of an ongoing civil war between the Hutu-dominated Rwandan government and a Tutsi-dominated rebel group, the Rwandan Patriotic Front. Although a peace deal had been negotiated in 1993, tensions between the Hutu and Tutsi groups remained high, and Hutu-controlled media in particular openly incited violence against Tutsi and Hutu who supported or consorted with Tutsi. Following the April 1994 assassination of President Juvénal Habyarimana, hastily organized Hutu militias formed and, with the active assistance of government forces and the media, carried out the genocide, in which close to 1 million Tutsi were killed in less than four months.</p> <p>Back to Question</p>

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Question Number	Correct Answer	Rationale
7	B	<p>Option B is correct. Created at the 1961 Bandung Conference, the Non-Aligned Movement consisted mostly of recently independent former European colonies in Asia and Africa. These countries were seeking to develop their economies and modernize their societies but were concerned that cooperating too closely with the communist bloc would amount to accepting a new form of political and economic dependence — as illustrated by the case of Yugoslavia, a communist country in Eastern Europe, which became a founding member of the Non-Aligned Movement as a way of asserting its independence from the Soviet Union. The Non-Aligned Movement was designed to foster economic development through cooperation among its member nations and to act as a balancing force in international relations.</p> <p>Back to Question</p>
8	A	<p>Option A is correct. In the passage, Nkrumah envisions the unification of newly independent African countries in a bloc that would “stand as an example to a divided world” (a reference to the bipolar world of the Cold War era) and not participate in the nuclear arms race. These principles — solidarity and cooperation among African countries combined with an independent foreign policy that avoided entanglements either with the Western bloc or the Soviet bloc — formed the core ideology of Pan-Africanism, of which Nkrumah was a leading proponent. Although Nkrumah also was a self-avowed Marxist socialist, the passage does not directly reference socialist ideology or internal socialism.</p> <p>Back to Question</p>

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Question Number	Correct Answer	Rationale
9	A	<p>Option A is correct. In the excerpt, Pope Leo XIII appeals to individual employers on moral and religious grounds (“according to natural reason and Christian philosophy”) to urge them to provide fair living wages to their employees. Leo XIII was the first pope to directly address the social and economic problems created by the process of industrialization in Europe, the emergence of an industrial proletariat, and the emergence of the working class movement of the 19th century. While other parts of Rerum Novarum expressed support for workers’ trade unions, argued that governments have a responsibility to promote social justice, including through business regulations, and warned against the dangers of communism, the excerpted text does not provide direct support for options B, C, or D.</p> <p>Back to Question</p>
10	A	<p>Option A is correct. John Locke believed that the state existed to preserve the natural rights of its citizens — the rights of life, liberty, and property. Should the state fail in this protection, Locke believed, citizens had the right to withdraw their support for the state.</p> <p>Back to Question</p>
11	D	<p>Option D is correct. In 1853, United States Commodore Matthew Perry forced Japan to open its economy to international trade. After futile resistance to Western intrusions and unequal trade treaties, a group of samurai overthrew the shogun (hereditary military governor) and restored the emperor in 1867. In order to strengthen Japan, the Meiji reformers adopted Western technology and created a government-stimulated, competitive industrial economy.</p> <p>Back to Question</p>

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Question Number	Correct Answer	Rationale
12	C	<p>Option C is correct. The apportionment of representation to the House was the subject of debate at the Constitutional Convention in 1787. States that were larger in population, particularly Virginia, argued that the number of representatives should be determined by population size. States that were smaller in population, particularly New Jersey, argued for equal representation for all states without regard to population. Meanwhile, southern states with large populations of enslaved people did not wish to forgo the greater influence in Congress promised by counting slaves as people, although neither did they wish to imply that slaves were citizens. Thus the states agreed that the slave population in each state was to count as “three-fifths of all other persons.”</p> <p>Back to Question</p>
13	A	<p>Option A is correct. Native Americans lacked immunity to many common diseases carried by European explorers and settlers. Smallpox and other diseases devastated Native American populations in what is now the United States and elsewhere in the Americas. The factors mentioned in the other answer choices did not cause nearly so many deaths.</p> <p>Back to Question</p>
14	B	<p>Option B is correct. In the 1880s, European agriculture began a steady decline, especially severe for peasant-based agriculture. Political oppression and religious persecution also continued in eastern Europe. As a result, Italians and Hungarians, along with people (particularly Jews) from Russia, the Ukraine, and Poland left Europe in great numbers, seeking better conditions in the United States. The First World War (1914 to 1918) and restrictions on immigration imposed by the United States after the war greatly reduced the numbers after 1924.</p> <p>Back to Question</p>

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Question Number	Correct Answer	Rationale
15	A	<p>Option A is correct. Prior to the Tea Act of 1773, the British East India Company had the sole right to ship tea from British possessions in India to London, where some of the tea was sold to colonial merchants who shipped it to the American colonies. The Act took away this profitable trade from colonial merchants by giving the company a legal monopoly on importing tea to the colonies. In addition, the Act subsidized the price of tea, lowering it to the point where smuggling tea from other sources (another lucrative trade that many colonial merchants engaged in) was no longer worthwhile. Together, these measures threatened to ruin many colonial merchants.</p> <p>Back to Question</p>
16	C	<p>Option C is correct. The framers of the Constitution generally saw political parties (or “factions,” as they were commonly called at the time) as a great danger to the republican government that they were proposing. They feared that strong, organized political divisions could paralyze the republic or even split it apart. Several features of the Constitution were originally intended to minimize the impact of political parties.</p> <p>Back to Question</p>

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Question Number	Correct Answer	Rationale
17	B	<p>Option B is correct. The Great Society was a social program implemented between 1964 and 1966 that included legislation enabling the federal government to play a much greater role in the struggle against poverty, in public education, in providing health care to the elderly and the poor, and in addressing racial and social inequalities in the United States. President Roosevelt's New Deal programs were based on a similar expansive view of the roles and responsibilities of the federal government in addressing domestic social and economic problems. The policies of President Hoover, President Nixon, and President Reagan were premised on a much narrower view of government's role in domestic policy.</p> <p>Back to Question</p>
18	D	<p>Option D is correct. Both reproductive rights and economic equality with men in the workplace were among the foundational principles of the National Organization for Women (NOW), the preeminent organization associated with second-wave feminism.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
19	D	<p>Option D is correct. The road infrastructure created as a result of the Interstate Highway Act hastened the process of population movement from the cities to the suburbs. The new road network reduced commuting times by automobile from the cities to the suburbs and made living in the suburbs while continuing to work in the cities a practical and attractive option for many people. Many businesses soon followed suit, resulting in the flight of jobs away from the increasingly impoverished central cities. As a result of the act, the use of public transit declined, and roads were often built over existing intraurban rail tracks in cities such as Los Angeles.</p> <p>Back to Question</p>
20	C	<p>Option C is correct. The <i>Brown v. Board of Education of Topeka</i> decision overturned the ruling that the Supreme Court had issued in the <i>Plessy v. Ferguson</i> case of 1896, upholding the constitutionality of racially segregated "separate but equal" public facilities. In the <i>Brown v. Board of Education of Topeka</i> decision, the Supreme Court justices ruled, unanimously, that state laws mandating racially segregated public schools deprived minority students of equal educational opportunities and therefore violated the equal protection clause of the Fourteenth Amendment to the United States Constitution. The <i>Brown</i> decision did not apply to gender or racial segregation in private schools or social clubs.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
21	C	<p>Option C is correct. Limiting the political influence of traditionally pro-Democratic labor unions and appealing to White working-class voters were central components of the Republican Party strategy in the presidential campaigns of 1980 and 1984. As a presidential candidate and then as president, Ronald Reagan sought to attract White working-class votes by crafting a message that emphasized economic opportunity and limited government while also addressing — sometimes directly, sometimes obliquely — White working-class economic and social anxieties (including racial anxieties). Latino and African American voters mostly continued to support the Democratic Party throughout President Reagan's two terms in office, and southern White voters mostly continued to support the Republican Party, as they had done since the 1960s.</p> <p>Back to Question</p>
22	B	<p>Option B is correct. As a result of a series of nuclear disarmament treaties with the Soviet Union/Russia signed at or after the end of the Cold War, the United States was able to reduce its nuclear arsenal from approximately 25,000 warheads in the 1980s to approximately 10,000 warheads in 2000, and further to approximately 5,000 warheads by 2010. United States troops deployed in Western Europe (mostly in West Germany) were also reduced from a height of approximately 350,000 in the 1980s to less than 200,000 in the 1990s and less than 100,000 after 2000. Despite the end of the Cold War, the relationship between Great Britain and the United States has remained strong; the strategic importance of the Middle East to United States foreign policy has grown, rather than shrunk; and the United States has not become involved in any major military operations in Southeast Asia.</p> <p>Back to Question</p>

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Question Number	Correct Answer	Rationale
23	D	<p>Option D is correct. Europe suffered extensive destruction during the Second World War. In 1947 Secretary of State George C. Marshall proposed the European Recovery Program, better known as the Marshall Plan. It provided for large amounts of financial and material aid to repair physical and economic damage from the war. Many Western European countries took advantage of this aid, and the plan was a crucial factor in Western Europe's postwar recovery.</p> <p>Back to Question</p>
24	B	<p>Option B is correct. Following the Indian Removal Act of 1830, the forced relocation of Native American nations from the southeastern United States to reserved territory in present-day Oklahoma became known as the Trail of Tears. During the relocation, many Native Americans suffered from disease, starvation, and exposure.</p> <p>Back to Question</p>

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Question Number	Correct Answer	Rationale
25	C	<p>Option C is correct. Joseph E. Brown, a Yale-educated lawyer, was a strong supporter of seceding from the Union just before the Civil War, in large measure because of his opposition to a strong central government for the United States. However, he applied the same ideology to the Confederate government during the war and opposed several initiatives that Jefferson Davis saw as necessary, including the Confederate draft, Confederate taxes, and imposition of martial law.</p> <p>Back to Question</p>
26	D	<p>Option D is correct. Since the 1960s, diversification of the state economy, especially growth in manufacturing and service sector jobs, as well as in agribusiness, has spurred an increase in population. This trend was furthered by the introduction of air conditioning.</p> <p>Back to Question</p>

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Preparation Resources

The resources listed below may help you prepare for the GACE assessment in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions of these materials to obtain information on specific topics for study and review.

Guide to Taking a GACE Computer-delivered Assessment

This guide explains how to navigate through a GACE assessment and how to answer different types of test questions. This free download is available in the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare.

Reducing Test Anxiety

This guide provides practical help for people who suffer from test anxiety. Designed specifically for GACE test takers, but useful to anyone who has to take tests, this guide reviews the major causes of test anxiety and offers practical advice for how to counter each one. Download this guide for free from the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare.

Study Tips: Preparing for a GACE Assessment

This document contains useful information on preparing for selected-response and constructed-response tests. The instruction, tips, and suggestions can help you become a better-prepared test taker. See the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare for this free download.

Journals

History Matters, National Council for History Education.

Theory and Research in Social Education, National Council for the Social Studies.

Other Resources

Andrea, Alfred J., and James H. Overfield. *The Human Record: Sources of Global History*. Volumes 1 and 2. Boston, Mass.: Houghton Mifflin. All editions published from 1998 to the present.

Bentley, Jerry and Herbert Ziegler. *Traditions and Encounters: A Global Perspective on the Past*. New York, N.Y.: McGraw-Hill. All editions published from 1999 to the present.

Bulliet, Richard, Daniel R. Headrick, David Northrup, Lyman L. Johnson, and Pamela Kyle Crossley. *The Earth and Its Peoples: A Global History*. Boston, Mass.: Houghton Mifflin. All editions published from 1997 to the present.

Hoffman, Elizabeth C., Edward J. Blum, and Jon Gjerde (Eds.) (2012). *Major Problems in American History, Volume I: To 1877, Documents and Essays*, Third Edition. Wadsworth/Cengage.

Hoffman, Elizabeth C., Edward J. Blum, and Jon Gjerde (Eds.) (2012). *Major Problems in American History, Volume II: Since 1865, Documents and Essays*, Third Edition. Wadsworth/Cengage.

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- Kennedy, David M., Lizabeth Cohen, Thomas A. Bailey (2006). *The American Pageant*, Thirteenth Edition.
- Roark, James L., Michael P. Johnson, Patricia Cline Cohen, Sarah Stage, Susan M. Hartmann (2009). *The American Promise*, Fourth Edition, Combined Version (Volumes I and II).
- Stearns, Peter, Stephen S. Gosch, and Erwin P. Grieshaber (1998). *Documents in World History*. Vols. 1 and 2. New York, N.Y.: Longman.
- Tindall, George B., David E. Shi (2009). *America: A Narrative History*, Eighth Edition.
- Wiesner, Merry E., William Bruce Wheeler, Franklin M. Doeringer, and Melvin E. Page (1997). *Discovering the Global Past: A Look at the Evidence*, Volumes 1 and 2. Boston, Mass.: Houghton Mifflin.

Online Resources

- College Board. Web Guide for AP World History —
http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/11296.html
- College Board. AP World History: Example Textbook List —
www.collegeboard.com/html/apcourseaudit/courses/world_history_textbook_list.html
- College Board. AP United States History: Example Textbook List —
www.collegeboard.com/html/apcourseaudit/courses/us_history_textbook_list.html
- College Board. “Classroom Resources” section of the AP United States History Course Home Page —
http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/3501.html
- Georgia Humanities Council. (2013). The New Georgia Encyclopedia —
www.georgiaencyclopedia.org/nge/Home.jsp
- H-World Discussion Group — www.h-net.org/~world
- London, Bonnie Bullard. (2005). Georgia and the American Experience. Clairmont Press —
www.mystatehistory.com/georgia/ga_05
- National Standards for History. (1996) — www.nchs.ucla.edu/Standards

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