

# PLACE<sup>®</sup>

## STUDY GUIDE

06 Social Studies



**Program for Licensing Assessments  
for Colorado Educators<sup>®</sup>**

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## **PART 1: GENERAL INFORMATION ABOUT THE PLACE® AND TEST PREPARATION**

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the PLACE and Test Preparation](#)

## PART 2: FIELD-SPECIFIC INFORMATION

### TEST FIELD 06: SOCIAL STUDIES

#### INTRODUCTION

This section includes a list of the test objectives, immediately followed by a set of practice multiple-choice questions. For test areas that include a performance assessment (Basic Skills, all languages other than English, Special Education Specialist: Visually Impaired), one or more practice performance assignments (as applicable) will also be included.

**TEST OBJECTIVES.** As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to teach effectively in a Colorado classroom. The list of test objectives represents the **only** source of information about what a specific test will cover.

**PRACTICE MULTIPLE-CHOICE QUESTIONS.** The practice multiple-choice questions included in this section are designed to give you an introduction to the nature of the questions included on the PLACE test. The practice questions represent the various types of multiple-choice questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

When you answer the practice multiple-choice questions, you may wish to use the answer key to check your answers. To help you identify how the test objectives are measured, the objective statement to which each multiple-choice question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test area.

## OBJECTIVES



### TEST FIELD 06: SOCIAL STUDIES

History  
Geography  
Political Science  
Economics  
Behavioral and Social Sciences  
Social Studies Inquiry and Skills

#### HISTORY

**Understand the significance of events and developments in world history to the year 1500.**

Includes characteristics, events, and people of world cultural areas to 1500; characteristics of various world societies and how they changed over time; using chronology to examine and explain historical relationships; the effects of scientific, technological, and economic activities on societies; the influence of religious and philosophical ideas; the development of political institutions and theories over time; interpretations of events by people from a variety of perspectives; and using evidence (e.g., artifacts, primary documents) to re-create the past.

**Understand the significance of events and developments in world history from 1500 to 1750.**

Includes characteristics, events, and people of world cultural areas from 1500 to 1750; characteristics of various world societies and how they changed over time; using chronology to examine and explain historical relationships; the effects of scientific, technological, and economic activities on societies; the influence of religious and philosophical ideas; the development of political institutions and theories over time; interpretations of events by people from a variety of perspectives; and using evidence (e.g., artifacts, primary documents) to re-create the past.

**Understand the significance of events and developments in world history from 1750 to the present.**

Includes characteristics, events, and people of world cultural areas from 1750 to the present; characteristics of various world societies and how they changed over time; using chronology to examine and explain historical relationships; the effects of scientific, technological, and economic activities on societies; the influence of religious and philosophical ideas; the development of political institutions and theories over time; interpretations of events by people from a variety of perspectives; and using evidence (e.g., artifacts, primary documents) to re-create the past.

**Understand the significance of events and developments in United States history to the year 1800.**

Includes characteristics, events, and people of major eras of early U.S. history, including precolonial history; interactions and contributions of the various peoples and cultures that have lived in or migrated to the area that is now Colorado; characteristics of U.S. society and how society changed over time; using chronology to examine and explain historical relationships; the effects of scientific, technological, and economic activities on U.S. society; the influence of religious and philosophical ideas; the development of political institutions and theories over time; interpretations of events by people from a variety of perspectives; and using evidence (e.g., artifacts, primary documents) to re-create the past.

**Understand the significance of events and developments in United States history from 1800 to 1914.**

Includes characteristics, events, and people of major eras of U.S. history from 1800 to 1914; interactions and contributions of the various peoples and cultures that have lived in or migrated to the area that is now Colorado; characteristics of U.S. society and how society changed over time; using chronology to examine and explain historical relationships; the effects of scientific, technological, and economic activities on U.S. society; the influence of religious and philosophical ideas; the development of political institutions and theories over time; interpretations of events by people from a variety of perspectives; and using evidence (e.g., artifacts, primary documents) to re-create the past.

**Understand the significance of events and developments in United States history from 1914 to the present.**

Includes characteristics, events, and people of major eras of U.S. history from 1914 to the present; interactions and contributions of the various peoples and cultures that have lived in or migrated to the area that is now Colorado; characteristics of U.S. society and how society changed over time; using chronology to examine and explain historical relationships; the effects of scientific, technological, and economic activities on U.S. society; the influence of religious and philosophical ideas; the development of political institutions and theories over time; interpretations of events by people from a variety of perspectives; and using evidence (e.g., artifacts, primary documents) to re-create the past.

## GEOGRAPHY

**Understand how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.**

Includes types of maps, map projections, and map symbols; advantages and disadvantages of various standard map projections; applications of scale; interpreting geographic patterns from maps; and knowledge of latitude and longitude, absolute and relative location, and mental mapping.

**Understand the physical and human characteristics of regions and their patterns of change.**

Includes the concept of region; criteria used to define regions; characteristics, location, and distribution of Earth's human populations and physical systems (i.e., atmosphere, lithosphere, hydrosphere, and biosphere); identifying regions based on physical or human characteristics; interactions of physical and human processes in shaping and changing places; relationships and interactions among regions; and the influence of culture and experience on people's perceptions of places and regions.

**Understand the influence of economic, political, cultural, and social processes on patterns of human population, interdependence, cooperation, and conflict.**

Includes patterns of human settlement and factors that influence these patterns; trends and effects of world population numbers; causes and types of human migration and its physical and cultural effects; the spatial distribution of cultures; the process of cultural diffusion; patterns and networks of economic interdependence and factors that affect economic activities; and the roles of cooperation and conflict in shaping the world's social, political, and economic divisions.

**Understand the interactions between humans and the natural environment.**

Includes ways in which people adapt to, modify, and depend on their environment; the role of technology in modifying the physical environment; potential local and global effects of human modifications to the physical environment; the effects of natural resources and physical features on humans; the relationship between changes in the natural environment and its capacity to support human activity; interactions of Earth's physical systems; the influence of physical processes on the formation and location of resources; and the reasons for and effects of changes in the meaning, use, location, distribution, and importance of resources.

**Understand how to apply knowledge of people, places, and environments to understand the past and present and to plan for the future.**

Includes analyzing historical events in their geographic context; the role of the physical environment in shaping history; evaluating contemporary issues using geographic knowledge, skills, and perspectives; and comparing different viewpoints regarding the use and management of natural resources.

**POLITICAL SCIENCE**

**Understand the purposes of government and various forms of government.**

Includes the purposes of government; types and characteristics of various forms of government (e.g., constitutional republic, totalitarian); ways in which different forms of government execute the purposes of government; and the effects of different forms of government on individuals and society.

**Understand the foundations and basic constitutional principles of the United States government.**

Includes rights and obligations of U.S. citizens; the historical and philosophical foundations of the U.S. constitutional government; the basic principles in the U.S. Constitution; rights and liberties guaranteed by the Constitution; necessary conditions for the effective operation of the U.S. government; characteristics of the political culture of the United States and the roles of political parties and special interest groups; and evaluating contemporary issues in terms of democratic and constitutional principles.

**Understand the structure and function of government at the local, state, and national levels.**

Includes the organization, functions, and responsibilities of local, state, and national governments; the concept of federalism and its evolution in U.S. political thought and practice; the duties and powers of the legislative, executive, and judicial branches of government; purposes of dividing the powers of government; ways in which public policy is developed at the local, state, and national levels; ways in which citizens exercise their rights and participate in civic life (e.g., voting, contacting public officials); the role of law in the Colorado and U.S. constitutional systems; characteristics of the U.S. legal system; and basic concepts of law.

**Understand the political relationships between the United States and other nations.**

Includes ways in which governments and nongovernmental organizations interact with one another (e.g., trade, treaties, humanitarian aid) and the purposes for doing so; characteristics and roles of various regional, political, economic, and military alliances (e.g., OPEC, NATO, United Nations); the development of U.S. foreign policy and the constitutional roles of the different branches of government; factors that influence U.S. foreign policy (e.g., national interests); the effects of U.S. domestic and foreign policy on other nations; and the effects of other nations' policies and actions on U.S. politics and society.

## ECONOMICS

### **Understand fundamental micro- and macroeconomic concepts and how they affect economic decisions.**

Includes the types and nature of scarce resources (e.g., natural resources, capital); ways in which individuals, households, businesses, governments, and societies make decisions in response to scarcity; identifying the opportunity costs associated with particular decisions involving the use of scarce resources; the influence of scarcity on personal financial management and consumer decisions; the relationship between economic goals and the allocation of scarce resources; types of economic incentives and how they influence the use of scarce resources; and the short- and long-term costs associated with alternative uses of resources.

### **Understand various types of economic systems and how they affect the use of resources and the production and distribution of goods and services.**

Includes characteristics of traditional, market, command, and mixed economic systems and comparing them in terms of their ability to achieve economic goals; fundamental characteristics of the U.S. economic system (e.g., competition, profit); factors that determine the allocation of resources and how goods and services are produced, exchanged, and distributed in U.S. and world markets; the roles and relationships of government, financial institutions, businesses, and households in the U.S. economic system; and the effects of government actions (e.g., imposing taxes) and policies (e.g., fiscal) on the operation of economies.

### **Understand exchange and trade among individuals, households, businesses, governments, and societies.**

Includes the relationships among specialization, trade, and interdependence; means of payment (e.g., barter, currency, credit); the interdependence of households and businesses; the role of the U.S. government in regulating trade; ways in which monetary and fiscal policies facilitate the exchange of resources; conditions that provide the basis for international trade (e.g., differences in available natural resources) and give nations a comparative advantage in trade; benefits and challenges of international trade; and the effects of various factors (e.g., exchange rates, tariffs, product standards) on world trade and the domestic economy.

## BEHAVIORAL AND SOCIAL SCIENCES

### **Understand basic principles and concepts of psychology, sociology, and anthropology.**

Includes major theories of human development and learning; theories and concepts of human behavior and motivation; forms of social interaction in the development of personal identity; the influences of norms, persuasion, and conformity on the formation of self-concept; the formation of individual beliefs, values, and attitudes; types, structures, and functions of groups; the implications of social status in various kinds of societies; forms and effects of inequality, stratification, and class in contemporary society; cultural developments of prehistoric people; the influences of ancient civilizations on modern cultures; characteristics of various modes of subsistence (e.g., hunting-gathering, pastoral, agrarian); and the structures and functions of various sociopolitical systems (e.g., bands, tribes, states).

**Understand the application of behavioral and social science concepts to contemporary life.**

Includes behavioral and social science interpretations of social phenomena; contemporary patterns of human behaviors examined in the context of the behavioral and social sciences; family, kinship, religion, ritual, and the arts as seen from a cross-cultural perspective; and cultural differences among nations.

**Understand interrelationships among the various social science disciplines and with other disciplines.**

Includes linking social and behavioral science concepts with concepts from other disciplines to understand human societies and cultures; using social and behavioral science methods and methods from other disciplines to collect and analyze social and cultural data; and viewing human societies from the perspectives of many disciplines.

**SOCIAL STUDIES INQUIRY AND SKILLS**

**Understand methods for locating, gathering, organizing, interpreting, and evaluating information from a variety of sources.**

Includes characteristics and uses of various sources of social studies information (e.g., newspapers, oral histories, artifacts, surveys); the use of technologies to gather information; characteristics of and differences between primary and secondary sources; factors that affect the reliability of source materials; organizing information into logical and coherent outlines; interpretations of charts, tables, and diagrams; and knowledge needed to understand political cartoons and historical photographs.

**Understand how to formulate questions and hypotheses, analyze and synthesize information, and reach supportable conclusions.**

Includes methods for formulating questions or hypotheses; procedures for gathering and analyzing information to investigate questions or hypotheses; recognizing essential and incidental information; identifying patterns and themes; analyzing cause-and-effect relationships; methods for drawing reasonable conclusions based on evidence or results; and using various kinds of information (e.g., historical, geographic) to analyze present-day issues and events.

**Understand how to communicate social studies information and to translate information from one format to another.**

Includes methods of summarizing the main points and supporting evidence in a passage; interpreting and synthesizing information from a variety of sources; formats for communicating social science information (e.g., maps, graphs, diagrams, outlines); evaluating and selecting appropriate formats for conveying information; and translating information between written and graphic forms.

## PRACTICE QUESTIONS: SOCIAL STUDIES



1. Which of the following was a major consequence of the opening of new trade routes that took place during the sixteenth and seventeenth centuries?
  - A. Commercial rivalry replaced military conflict among European powers.
  - B. Increasing numbers of Europeans began to think of the world in global terms.
  - C. The main centers of European commercial life shifted from London and Amsterdam to southern Europe.
  - D. The quest for increased profits led major European powers to abolish mercantilist restrictions on trade.
2. Which of the following was a significant feature of life among the Native Americans who occupied the plains region of Colorado during the eighteenth century?
  - A. Powerful, closely knit political confederacies enabled Native Americans of the region to dominate tribal groups from surrounding areas.
  - B. Native Americans of the region depended on buffalo hunting for much of their food, clothing, and shelter.
  - C. Spatially compact, densely populated villages enabled Native Americans of the region to develop a highly structured social and ceremonial life.
  - D. Native Americans of the region took advantage of a long growing season to cultivate a wide variety of crops.

3. Use the passage below, from John Marshall's Supreme Court opinion in *McCulloch v. Maryland* (1819), to answer the question that follows.

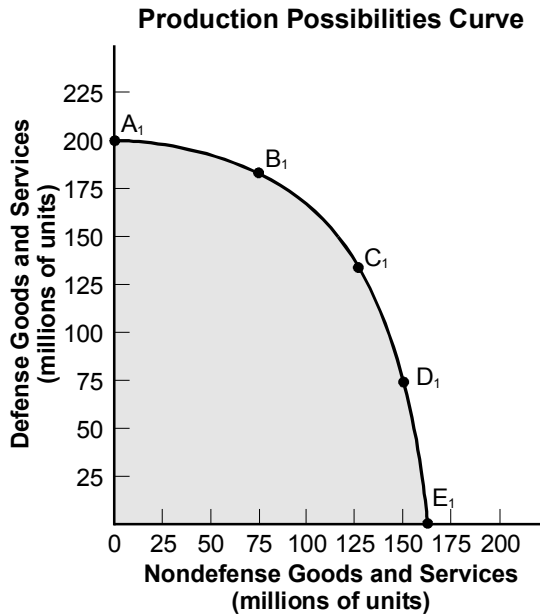
If any one proposition could command the universal assent of mankind, we might expect it would be this—that the government of the Union, though limited in its powers, is supreme within its sphere of action. This would seem to result necessarily from its nature. It is the government of all; its powers are delegated by all; it represents all, and acts for all. Though any one State may be willing to control its operations, no State is willing to allow others to control them. The nation, on those subjects on which it can act, must necessarily bind its component parts.

Which of the following subsequent events most strongly reinforced the view of government expressed in the passage above?

- A. South Carolina's nullification of congressional tariff legislation
- B. the victory of northern unionists over southern secessionists in the Civil War
- C. Andrew Jackson's opposition to the Second Bank of the United States
- D. the victory of U.S. forces in the Spanish-American War
4. The concept of formal region can best be defined as any area:
- A. where the natural landscape has been modified to reflect the culture of people living there.
- B. that exhibits common attributes in terms of selected criteria.
- C. that encompasses a compact territory in which the distance from the geometric center to any boundary displays little variance.
- D. where organisms from different species interact with one another.
5. Chemical insecticides are most likely to worsen the problem they are meant to solve when their use results in the:
- A. transmission of insecticide residues to streams and rivers.
- B. complete extinction of the pest species.
- C. elimination of predators that feed on crop-destroying insects.
- D. displacement of the target insects to untreated areas.

6. A society is most likely to change its system of government from a direct democracy to a representative democracy as:
- A. the wealth of its people increases.
  - B. it begins to develop a common culture shared by most citizens.
  - C. the size of its population increases.
  - D. it expands the range of basic freedoms enjoyed by citizens.
7. Which of the following accurately describes a feature of the foreign-policy making process in the U.S. government?
- A. Most policy disagreements between the Department of Defense and the Department of State are resolved through discussion with the full Cabinet.
  - B. The structure and operation of the congressional committee system sharply limits the President's ability to pursue foreign policy initiatives in crisis situations.
  - C. Decisions concerning long-term foreign policy goals are usually based on the proposals of international organizations.
  - D. Greater access to the latest foreign intelligence data gives the President an advantage over Congress in any disagreement between the two concerning a given policy.

8. Use the information below to answer the question that follows.



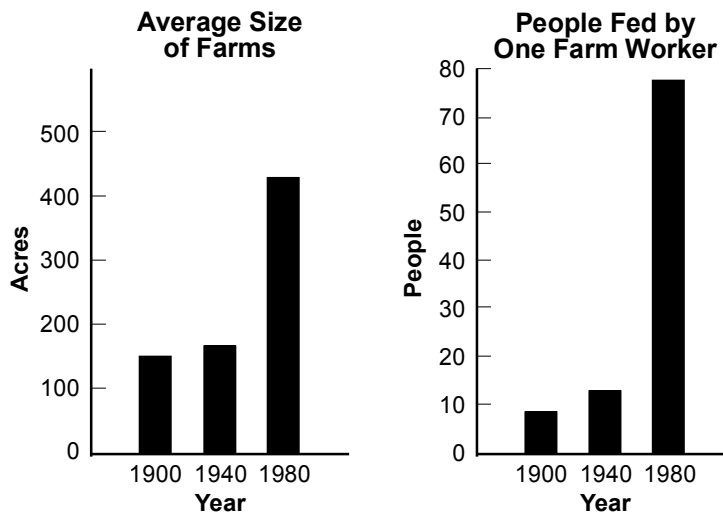
The graph above shows various combinations of defense and nondefense goods and services that might be produced in a society. Where that society chooses to locate itself on the curve depends mainly on how it responds to which of the following questions?

- A. How, given a limited amount of resources, should those resources be allocated?
- B. What economic incentives can be provided to increase the production of goods and services?
- C. What are the legitimate functions of governmental institutions in an economic system?
- D. How should the factors of production be combined to produce goods and services?

9. What would be the likely consequence of a U.S. government policy that led to an increase in the value of the dollar?
- A. Exports of agricultural goods would increase.
  - B. The U.S. trade deficit would increase.
  - C. The import of capital goods would decrease.
  - D. The U.S. unemployment rate would decrease.
10. Compared with members of band societies, people in state systems are more likely to:
- A. share a common ancestry with other members of the society.
  - B. select leaders on the basis of their ability to achieve consensus among members of the society.
  - C. settle conflicts informally through direct negotiation.
  - D. interact regularly with large numbers of individuals with diverse interests.
11. Use the excerpt below, from the writings of William Graham Sumner (1883), to answer the question that follows.
- Certain ills belong to the hardships of human life. They are natural. They are part of the struggle with Nature for existence. We cannot blame our fellow-men for our share of these. My neighbor and I are both struggling to free ourselves from these ills. The fact that my neighbor has succeeded in this struggle better than I constitutes no grievance for me.
- The passage above best illustrates the influence of which of the following nineteenth-century scientific concepts on the development of thought in the social sciences?
- A. the uniformitarian theory of geologic change
  - B. the germ theory of disease
  - C. the theory of inheritance of acquired characteristics
  - D. the theory of natural selection

12. Use the charts below to answer the question that follows.

**U.S. Agriculture**



These charts would provide the best supporting evidence in a paper addressing which of the following questions?

- A. What proportion of the labor force did farm workers make up in 1980?
- B. Why were agricultural producers able to expand the variety of crops grown on their farms?
- C. Which region of the United States had the largest farms in 1980?
- D. What developments enabled farmers to increase their acreage and productivity?

## ANSWER KEY: SOCIAL STUDIES



Question Number	Correct Response	Objective
1.	<b>B</b>	Understand the significance of events and developments in world history from 1500 to 1750.
2.	<b>B</b>	Understand the significance of events and developments in United States history to the year 1800.
3.	<b>B</b>	Understand the significance of events and developments in United States history from 1800 to 1914.
4.	<b>B</b>	Understand the physical and human characteristics of regions and their patterns of change.
5.	<b>C</b>	Understand the interactions between humans and the natural environment.
6.	<b>C</b>	Understand the purposes of government and various forms of government.
7.	<b>D</b>	Understand the political relationships between the United States and other nations.
8.	<b>A</b>	Understand fundamental micro- and macroeconomic concepts and how they affect economic decisions.
9.	<b>B</b>	Understand exchange and trade among individuals, households, businesses, governments, and societies.
10.	<b>D</b>	Understand basic principles and concepts of psychology, sociology, and anthropology.
11.	<b>D</b>	Understand interrelationships among the various social science disciplines and with other disciplines.
12.	<b>D</b>	Understand methods for locating, gathering, organizing, interpreting, and evaluating information from a variety of sources.

## ACKNOWLEDGMENTS

### Practice Question

8. Boyes, William and Michael Melvin, *Economics*, Second Edition. Copyright © 1994 by Houghton Mifflin Company. Reprinted with permission.