GED PRACTICE TEST SOCIAL STUDIES

One of the earliest political parties in the United States was the Federalist Party. Its decline is best explained by:

- A. the enmity of wealthy Americans.
- B. a failure to organize state political parties.
- C. its opposition to the War of 1812.
- D. its advocacy of a strong central government. Answer- C

Which statement best describes the significance of the Mayflower Compact on colonial America?

- A. It provided the Pilgrims the first written basis for laws in the New World.
- B. It declared that the colonists were independent from King James.
- C. It served as a blueprint for the later Bill of Rights.
- D. established Puritanism as the official religion for Puritan colonies. Answer- A

What Was the Purpose of the Navigation Acts Forced on the Colonists?

- A. To Benefit Great Britain
- B. To Restrict the Colonists to Only British Products
- C. To forbid Sailing
- D. A and B Answer- D

The following three statements were true for a small country in a recent year:

- Total income for the population: 24 billion U.S. dollars
- Per capita income: 7,000 U.S. dollars
- 3. 90% of the total income was received by 5% of the population

Which of the following conclusions about

incomes in the country is best supported by these

statements?

A. The total income is evenly distributed among

the population.

B. 95% of the population have relatively low incomes.

C. 25% of the population have relatively high incomes.

D. 5% of the population have incomes less than

\$7,000. - Answer- B

The United States Economy in the 1930s and 1940s

During the administrations of Herbert Hoover and Franklin D. Roosevelt, poverty was widespread. The Great

Depression had dealt a severe blow to the economic well-being of the nation. For example, the gross national

product (GNP), the total value of all goods and services produced in a year, had dropped from \$103 billion in

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M Tight

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Resources in Education ,2001 Research in Education ,1974 Measuring History S. G. Grant, 2009-03-01 Measuring History complements the cases presented in Wise Social Studies Practices Yeager Davis 2005 Yeager and Davis highlight the rich and ambitious teaching that can occur in the broad context of state level testing In this book the chapter authors and I bring the particular state history tests more to the fore and examine how teachers are responding to them At the heart of Measuring History are cases of classroom teachers in seven states Florida Kentucky Michigan New York Texas Mississippi and Virginia where new social studies standards and new and generally high stakes state level history tests are prominent In these chapters the authors describe and analyze the state s testing efforts and how those efforts are being interpreted in the context of classroom practice. The results both support and challenge prevailing views on the efficacy of testing as a vehicle for educational reform Catherine Horn University of Houston and I lay the groundwork for the case studies through a set of introductory chapters that examine the current environment the research literature and the technical qualities of history tests The ETS Test Collection Catalog Educational Testing Service. Test Collection, 1993 The major source of information on the availability of standardized tests Wilson Library BulletinCovers commercially available standardized tests and hard to locate research instruments The Social Studies ,1928 **Improving Social Studies Instruction** National Education Association of the United States. Research Division, 1937 **Automated Education** Handbook, 1969 Historical Outlook ,1919 Research bulletin ,1925 **Nutrition and the Elderly Shirley King** Teaching History for the Common Good Keith C. Barton, Linda S. Levstik, 2004-07-13 In Teaching History Evans.1990 for the Common Good Barton and Levstik present a clear overview of competing ideas among educators historians politicians and the public about the nature and purpose of teaching history and they evaluate these debates in light of current research on students historical thinking In many cases disagreements about what should be taught to the nation s children and how it should be presented reflect fundamental differences that will not easily be resolved A central premise of this book though is that systematic theory and research can play an important role in such debates by providing evidence of how students think how their ideas interact with the information they encounter both in school and out and how these ideas differ across contexts Such evidence is needed as an alternative to the untested assumptions that plague so many discussions of history education The authors review research on students historical thinking and set it in the theoretical context of mediated action an approach that calls attention to the concrete actions that people undertake the human agents responsible for such actions the cultural tools that aid and constrain them their purposes and their social contexts They explain how this theory allows educators to address the breadth of practices settings purposes and tools that influence students developing understanding of the past as well as how it provides an alternative to the academic discipline of history as a way of making decisions about teaching and learning the subject in schools Beyond simply describing the factors that influence students thinking Barton

and Levstik evaluate their implications for historical understanding and civic engagement They base these evaluations not on the disciplinary study of history but on the purpose of social education preparing students for participation in a pluralist democracy Their ultimate concern is how history can help citizens engage in collaboration toward the common good In Teaching History for the Common Good Barton and Levstik discuss the contribution of theory and research explain the theory of mediated action and how it guides their analysis and describe research on children's and adults knowledge of and interest in history lay out a vision of pluralist participatory democracy and its relationship to the humanistic study of history as a basis for evaluating the perspectives on the past that influence students learning explore four principal stances toward history identification analysis moral response and exhibition review research on the extent to which children and adolescents understand and accept each of these and examine how the stances might contribute to or detract from participation in a pluralist democracy address six of the principal tools of history narrative structure stories of individual achievement and motivation national narratives inquiry empathy as perspective taking and empathy as caring and review research and conventional wisdom on teachers knowledge and practice and argue that for teachers to embrace investigative multi perspectival approaches to history they need more than knowledge of content and pedagogy they need a guiding purpose that can be fulfilled only by these approaches and preparation for participatory democracy provides such purpose Teaching History for the Common Good is essential reading for history and social studies professionals researchers teacher educators and students as well as for policymakers parents and members of the general public who are interested in history education or in students thinking and learning about the subject The Wiley International Handbook of History Teaching and Learning Scott Alan Metzger, Lauren McArthur Harris, 2018-03-02 A comprehensive review of the research literature on history education with contributions from international experts The Wiley International Handbook of History Teaching and Learning draws on contributions from an international panel of experts Their writings explore the growth the field has experienced in the past three decades and offer observations on challenges and opportunities for the future The contributors represent a wide range of pioneering established and promising new scholars with diverse perspectives on history education Comprehensive in scope the contributions cover major themes and issues in history education including policy research and societal contexts conceptual constructs of history education ideologies identities and group experiences in history education practices and learning historical literacies texts media and social spaces and consensus and dissent This vital resource Contains original writings by more than 40 scholars from seven countries Identifies major themes and issues shaping history education today Highlights history education as a distinct field of scholarly inquiry and academic practice Presents an authoritative survey of where the field has been and offers a view of what the future may hold Written for scholars and students of education as well as history teachers with an interest in the current issues in their field The Wiley International Handbook of History Teaching and Learning is a comprehensive handbook that explores the increasingly global field of

history education as it has evolved to the present day History Teacher's Magazine ,1911 An Analytical and Descriptive Guide to the Materials in The History Teacher's Magazine and The Historical Outlook Richard Harrison Keeping Pace with the Advancing Curriculum National Education Association of the United States. Research Division, 1925 Resources in Education ,1997 The High School Teacher ,1925 **Private Secondary** Schools Peterson's, 2011-05-01 Peterson's Private Secondary Schools is everything parents need to find the right private secondary school for their child This valuable resource allows students and parents to compare and select from more that 1 500 schools in the U S and Canada and around the world Schools featured include independent day schools special needs schools and boarding schools including junior boarding schools for middle school students Helpful information listed for each of these schools include school s area of specialization setting affiliation accreditation tuition financial aid student body faculty academic programs social life admission information contacts and more Also includes helpful articles on the merits of private education planning a successful school search searching for private schools online finding the perfect match paying for a private education tips for taking the necessary standardized tests semester programs and understanding the private N E A Research Bulletin ,1929 schools admission application form and process The Civic Education of American Youth Policy Research Project on Civic Education Policies and Practices, Kenneth W. Tolo, 1999 Civic education plays an essential role in strengthening the democratic society preparing informed citizens and promoting their participation in the civic life of their communities This project explores state K 12 civic education policies and related requirements nationwide as well as factors that shape K 12 civic education policies and practices in school districts and schools The first two chapters of this report provide the national and state contexts for content standards in core subject areas including civics review state constitutional provisions and statutes that promote civic education and examine how social studies standards assessment teacher certification and other state policies build on these provisions and statutes Recognizing the centrality of state standards chapters 3 through 5 examine the extent to which the civics content in state standards promotes civic dispositions civic intellectual skills and civic knowledge respectively Chapters 6 through 11 examine several influences on civic education at the district level standards instructional materials assessment professional development extracurricular and co curricular activities and individuals organizations and funding Chapter 12 provides recommendations for developing sustainable state and school district civics commitments that ensure systematic attention to civic education in grades K 12 Key findings from the project report are included as are extensive chapter notes and 47 tables of data Seven appendices contain additional information BT

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