Multiple Choice Social Studies Assessment Questions
Practicum in Education and Training

Chapter 130 Texas Essential Knowledge and Skills for Career and Technical Education

Subchapter E. Education and Training

Practicum in Education and Training (7) the student understands the relationship between school and society. The student is expected to:
(A) Support learning through advocacy
(C) Design activities to build support of family members, community members, and business and industry to promote learning

All Social Studies questions come from TEKS 113.41 Subchapter C. High School United States History Studies Since 1877 and address TEKS 130.145.

(9) History. The student understands the impact of the American civil rights movement. The student is expected to:
(G) describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo

(13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:
(A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt

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(17) Economics. The student understands the economic effects of World War II and the Cold War. The student is expected to:
   (B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business
   (C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s

(19) Government. The student understands changes over time in the role of government. The student is expected to:
   (B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11

(21) Government. The student understands the impact of constitutional issues on American society. The student is expected to:
   (B) discuss historical reasons why the constitution has been amended
   (C) evaluate constitutional change in terms of strict construction versus judicial interpretation

**Assessment Questions**

1. During the period 1825-1860, which was an important factor in the movement for a tax supported public school system?
   a. unpopularity of religious schools
   b. heritage of tax supported schools brought from Europe
   c. leadership of wealthy groups who believed in equal opportunity for all
   d. influence of the wage earning class in the cities

2. The Morrill Act of 1862 aided education by giving:
   a. to each state the right to control its own schools
   b. to colleges funds for research
   c. to each state public land, the income from which was to be used for agricultural colleges
   d. to the federal government a grant of money to set up an office of education

3. Today, most policy decisions affecting public schools in the United States are made by:
   a. federal courts
   b. Congress
   c. local boards of education
   d. the Secretary of Health, Education, and Welfare

4. Which event spurred Congress to pass the National Defense Education Act of 1958?
   a. the Soviet launching of Sputnik I
   b. China’s explosion of her first atomic bomb
   c. the seizure of power in Cuba by Fidel Castro
   d. French expulsion from Viet Nam
5. Beginning in the 1950’s the federal government has aided college education by all the following except:
   a. loans for construction of college classrooms
   b. grants for the purchase of equipment
   c. special tax exemptions for parents supporting children at college
   d. scholarships for needy students

6. Which statement regarding the Elementary and Secondary Education Act of 1965 is not true?
   a. It was related to the “war on poverty”
   b. It granted money to states for the purchase of instructional materials to be used by parochial school students
   c. It began federal aid to public education
   d. It provided federal aid directly to school districts

7. Today, public education in the United States is supported by:
   a. local governments only
   b. state governments only
   c. the national government only
   d. local, state, and national governments

8. The position taken by the Supreme Court on integration in the public schools in 1955 was that integration should:
   a. proceed as rapidly as practicable
   b. be left to local school boards to decide
   c. be delayed in the Deep South
   d. be left to the governors to decide

9. De facto segregation in Northern schools is brought about primarily by:
   a. housing patterns
   b. legal restrictions
   c. voting restrictions
   d. transportation facilities

10. Following 1964 which factor most sped integration in public schools in the Deep South?
    a. Southern white opinion shifted in favor of integration
    b. Southern negroes participated in demonstrations
    c. Southern school districts complied with Office of Education “guidelines” in order to qualify for federal funds
    d. most southern legislators supported school integration to gain Negro votes
Answer Key

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