



4th Grade Social Studies Study Guide Examination for Acceleration (EA)/Credit by Exam (CBE)

The exam you are interested in taking is designed to test your proficiency in the relevant subject matter. You should be thoroughly familiar with the subject matter before you attempt to take the exam. This EA/CBE Study Guide can help you prepare for the exam by giving you an idea of what you need to review. You can check your familiarity level by reviewing the Texas Essential Knowledge and Skills (TEKS) for this course (see below). To refine your skills, you can refer to any of the state-adopted textbooks.

Texas Essential Knowledge and Skills (TEKS)

Every question that appears on this exam is derived from the knowledge and skills statements and student expectations within the Texas-mandated standards, the Texas Essential Knowledge and Skills (TEKS). You can view the TEKS for this exam online via the following link: <http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html#113.15>. Refer to section (b), Knowledge and skills, 1A–23B.

Throughout this guide, you'll see TEKS references. These refer to the numbers listed under (c) Knowledge and skills; for example, 1A or 3B.

Materials Needed

Paper Exams

You will need to bring a #2 pencil to complete the exam. You will receive a computer-graded answer sheet when you arrive at the testing center.

Online Exams

If necessary, materials will be provided by the testing center.

Exam Structure

You will be allowed **3 hours** to complete this exam. The exam consists of 58 multiple-choice questions that are equally weighted. The exam covers the following 8 Objectives:

- Objective 1:** History (16 questions)
- Objective 2:** Geography (9 questions)
- Objective 3:** Economics (11 questions)
- Objective 4:** Government (5 questions)
- Objective 5:** Citizenship (9 questions)
- Objective 6:** Culture (5 questions)
- Objective 7:** Science, Technology, and Society (3 questions)
- Objective 8:** Social Study Skills

Scholastic Honesty

When you arrive at the testing center, you will be asked to carefully read the exam rules and sign a statement agreeing to take the exam in accordance with the rules. This is called the Examinee's Certification. The following is a copy of these rules:

Examinee's Certification

This certification must be signed *before* the exam is administered and then returned with the completed examination attached, or credit for the exam will not be given.

Scholastic dishonesty is a serious academic violation that will not be tolerated. Scholastic dishonesty encompasses, but is not limited to:

- copying from another student's work;
- using an unauthorized testing proctor or taking the exam at an unauthorized testing location;
- using materials not authorized by a testing proctor;
- possessing materials that are not authorized by a testing proctor, such as lessons, books, or notes;
- knowingly using or soliciting, in whole or part, the contents of an unadministered test;
- collaborating with or seeking aid from another student without authorization during the test;
- substituting for another person, or permitting another person to substitute for oneself, in taking a course test or completing any course-related assignment;
- using, buying, stealing, or transporting some or all of the contents of an unadministered test, test rubric, homework answer, or computer program.

Evidence of scholastic dishonesty will result in a grade of *F* on the examination and an *F* in the course (if applicable).

At the testing center, you will be asked to sign a statement that says you have read the above and agree to complete the examination with scholastic honesty.

General Study Tips

The bulleted lists and sample questions in this study guide can assist you in preparing for the exam. It is a fairly complete guide, but does not cover every item on the test. Ultimately, you should use the TEKS to guide your exam preparation.

Additional Study Tips

The following information provides direction for your studies. For each part, you will find study tips and sample questions to give you a general idea of the types of questions you can expect to see on the exam.

Objective 1: History

This part relates to your knowledge of the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration, the causes and effects of European exploration and colonization of Texas and North America, the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States, the political, economic, and social changes in Texas during the last half of the 19th century, and important issues, events, and individuals of the 20th century in Texas. It includes 16 questions that are equally weighted.

Study Tips for Objective 1

This part relates to TEKS 1A–5C. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

- explain the possible origins of American Indian groups in Texas and North America
- identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano
- describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo
- compare the ways of life of American Indian groups in Texas and North America before European exploration
- summarize motivations for European exploration and settlement of Texas, including
 - economic opportunity,
 - competition, and
 - the desire for expansion
- identify the accomplishments and explain the impact of significant explorers on the settlement of Texas, including
 - Cabeza de Vaca;
 - Francisco Coronado; and
 - René Robert Cavelier, Sieur de la Salle
- explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón
- identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas
- identify the accomplishments and explain the economic motivations and impact of significant empresarios on the settlement of Texas, including

- Stephen F. Austin and
 - Martín de León
- analyze the causes, major events, and effects of the Texas Revolution, including
 - the Battle of the Alamo,
 - the Texas Declaration of Independence,
 - the Runaway Scrape, and
 - the Battle of San Jacinto
- summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza
- identify leaders important to the founding of Texas as a republic and state, including
 - José Antonio Navarro,
 - Sam Houston,
 - Mirabeau Lamar, and
 - Anson Jones;
- describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers
- explain the events that led to the annexation of Texas to the United States, examples will include the impact of the U.S.-Mexican War.
- describe the impact of the Civil War and Reconstruction on Texas
- explain the growth, development, and impact of the cattle industry, including contributions made by
 - Charles Goodnight,
 - Richard King, and
 - Lizzie Johnson
- identify the impact of railroads on life in Texas, including
 - changes to cities and major industries
- examine the effects upon American Indian life resulting from changes in Texas, including
 - the Red River War,
 - building of U.S. forts and railroads, and
 - loss of buffalo
- identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II
- explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins
- identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.

Sample Questions for Objective 1

The following are sample questions. You can find the correct answers listed at the end of this study guide, but try answering the questions without looking at the answers first to check your comprehension.

DIRECTIONS: Select the BEST response to each of the following questions.

1. What was the primary reason the Spanish set up missions in Texas?
 - A. to create beautiful buildings
 - B. to give soldiers a place to live
 - C. to battle the American Indians
 - D. to spread the Catholic religion

2. What is one way the railroads did NOT change life in Texas?
 - A. It created new jobs.
 - B. It made it easier to ship goods.
 - C. It decreased the population in Texas.
 - D. It supported the development of new cities.

Objective 2: Geography

This part relates to your knowledge of to use geographic tools to collect, analyze, and interpret data, the concept of regions, the location and patterns of settlement and the geographic factors that influence where people live, and how people adapt to and modify their environment. It includes 9 questions that are equally weighted.

Study Tips for Objective 2

This part relates to TEKS 6A–9C. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

- apply geographic tools to construct and interpret maps, including
 - grid systems,
 - legends,
 - symbols,
 - scales, and
 - compass roses
- translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps
- describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity
- identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their
 - landforms,
 - climate, and
 - vegetation
- compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world.
- identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II
- describe and explain the location and distribution of various towns and cities in Texas, past and present
- explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present
- describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams
- identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities
- compare the positive and negative consequences of human modification of the environment in Texas, past and present, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality

Sample Questions for Objective 2

The following are sample questions. You can find the correct answers listed at the end of this study guide, but try answering the questions without looking at the answers first to check your comprehension.

DIRECTIONS: Select the BEST response to each of the following questions.

3. Which two regions have the greatest difference in elevation?
 - A. Great Plains and Coastal Plains
 - B. Mountain and Basins and Great Plains
 - C. North Central Plains and Coastal Plains
 - D. Coastal Plains and Mountain and Basins

4. In order to create more lakes for recreation how have Texans modified the environment?
 - A. build dams
 - B. clear timber
 - C. drain wetlands
 - D. produce energy

Objective 3: Economics

This part relates to your knowledge of the basic economic activities of early societies in Texas and North America, the characteristics and benefits of the free enterprise system in Texas, patterns of work and economic activities in Texas, and how Texas, the United States, and other parts of the world are economically interdependent. It includes 11 questions that are equally weighted.

Study Tips for Objective 3

This part relates to TEKS 10A–13C. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

- explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting
- explain the economic activities early immigrants to Texas used to meet their needs and wants.
- describe the development of the free enterprise system in Texas;
- describe how the free enterprise system works, including supply and demand
- give examples of the benefits of the free enterprise system such as choice and opportunity
- explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services
- explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas
- analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas
- describe the impact of mass production, specialization, and division of labor on the economic growth of Texas
- explain how developments in transportation and communication have influenced economic activities in Texas
- explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas
- identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world
- identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world
- explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world

Sample Questions for Objective 3

The following are sample questions. You can find the correct answers listed at the end of this study guide, but try answering the questions without looking at the answers first to check your comprehension.

DIRECTIONS: Select the BEST response to each of the following questions.

5. The Caddo were known for making quality pottery. They knew that if they became specialized, they could give their pottery to groups in return for the things they needed but could not make. This is known as _____.
 - A. trading
 - B. economics
 - C. profit taking
 - D. supply and demand

6. Which of the following is **NOT** something Texas exports?
 - A. oil
 - B. beef
 - C. mangos
 - D. grapefruit

Objective 4: Government

This part relates to your knowledge of how people organized governments in different ways during the early development of Texas, and important ideas in historical documents of Texas and the United States. It includes 5 questions that are equally weighted.

Study Tips for Objective 4

This part relates to TEKS 14A–15C. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

- compare how various American Indian groups such as the Caddo and the Comanche governed themselves
- identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas
- identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty
- identify and explain the basic functions of the three branches of government according to the Texas Constitution
- identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week)

Sample Questions for Objective 4

The following are sample questions. You can find the correct answers listed at the end of this study guide, but try answering the questions without looking at the answers first to check your comprehension.

DIRECTIONS: Select the BEST response to each of the following questions.

7. Which document states the plan for the government of the State of Texas?
 - A. The Bill of Rights
 - B. The Civil Rights Act
 - C. The Executive Branch
 - D. The Texas State Constitution

8. When the governor vetoes a bill, that means that the bill _____.
 - A. is now a state law
 - B. is rejected by the governor
 - C. is part of the Texas Constitution
 - D. goes to the judicial branch for a vote

Objective 5: Citizenship

This part relates to your knowledge of important customs, symbols, and celebrations of Texas, the importance of active individual participation in the democratic process, and the importance of effective leadership in a constitutional republic. It includes 9 questions that are equally weighted.

Study Tips for Objective 5

This part relates to TEKS 16A–17E. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

- explain the meaning of various patriotic symbols and landmarks of Texas, including
 - the six flags that flew over Texas,
 - the San Jacinto Monument,
 - the Alamo, and
 - various missions;
- sing or recite "Texas, Our Texas"
- recite and explain the meaning of the Pledge to the Texas Flag
- describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth
- identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll
- explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects
- explain the duty of the individual in state and local elections such as being informed and voting
- identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals
- explain how to contact elected and appointed leaders in state and local governments
- identify leaders in state, local, and national governments, including
 - the governor,
 - U.S. senators, and
 - Texans who have been president of the United States
- identify leadership qualities of state and local leaders, past and present

Sample Questions for Objective 5

The following are sample questions. You can find the correct answers listed at the end of this study guide, but try answering the questions without looking at the answers first to check your comprehension.

DIRECTIONS: Select the BEST response to each of the following questions.

9. What is the meaning of the patriotic symbol, the San Jacinto Monument?
 - A. It represents the countries that have had claim to Texas.
 - B. It is the location of a major defeat in the Texas Revolution.
 - C. It is a reminder of Texas victory over Mexico in the Texas Revolution.
 - D. It represents the missions that Spain built to spread Catholicism in the New World.

10. Which of the following best summarizes Ann Richard's importance to Texas?
 - A. She was the first female governor of Texas who also ran for president.
 - B. She was the first African American elected to the Texas Senate after reconstruction.
 - C. A supporter of education, she was most famous for opening schools for girls all over Texas.
 - D. As the second female governor, she was an advocate for women's rights and prison reform.

Objective 6: Culture

This part relates to your knowledge of the contributions of people of various racial, ethnic, and religious groups to Texas. It includes 5 questions that are equally weighted.

Study Tips for Objective 6

This part relates to TEKS 19A–C. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

- identify the similarities and differences among various racial, ethnic, and religious groups in Texas
- identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio
- summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe

Sample Questions for Objective 6

The following are sample questions. You can find the correct answers listed at the end of this study guide, but try answering the questions without looking at the answers first to check your comprehension.

DIRECTIONS: Select the BEST response to each of the following questions.

11. The Poteet Strawberry Festival and Cinco de Mayo are two very popular celebrations in Texas. Which of the following is a true statement about these two celebrations?
 - A. They celebrate the rich German heritage of Texas.
 - B. Both celebrations are local traditions in West Texas.
 - C. The Strawberry Festival is a religious festival and Cinco de Mayo is a regional festival.
 - D. The Strawberry Festival is a regional tradition and Cinco de Mayo is a cultural tradition.
12. Central Texas is known for both German and Mexican heritages. What is something these two groups have in common?
 - A. Mexico and Germany have very similar food.
 - B. Mexico and Germany won their independence from Spain.
 - C. Mexicans and Germans have a long history of settlement in Texas.
 - D. Mexico and Germany both encouraged moving to Texas in order to farm and escape religious persecution.

Objective 7: Science, Technology, and Society

This part relates to your knowledge of the impact of science and technology on life in Texas. It includes 3 questions that are equally weighted.

Study Tips for Objective 7

This part relates to TEKS 20A–C. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

- identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions
- describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas
- predict how future scientific discoveries and technological innovations might affect life in Texas

Sample Questions for Objective 7

The following are sample questions. You can find the correct answers listed at the end of this study guide, but try answering the questions without looking at the answers first to check your comprehension.

DIRECTIONS: Select the BEST response to each of the following questions.

13. Who is best known for his/her advances in heart surgery that led to saving people's lives?
- A. Gail Borden
 - B. Joseph Glidden
 - C. Michael DeBakey
 - D. Millie Hughes-Fulford
14. Early settlers in Texas had to clear their fields by hand using a plow and farm animals. Modern technology has changed farming. What is the **MOST** important impact technology has had on farming in Texas?
- A. Farmers in Texas now have easier lives, and can have more leisure time to spend on vacation.
 - B. Machinery allows farmers to clear much larger areas in a shorter time, and grow a variety of crops
 - C. Farmers in Texas don't need to rely on the weather because they can irrigate their crops with sprinklers now.
 - D. Farmers in Texas can now concentrate on growing only one crop, and buying what else they need from other farmers.

Objective 8: Social Studies Skills

This part relates to your knowledge of critical thinking skills, communication, and problem-solving and decision-making skills. These TEKS objectives are covered throughout the exam.

Study Tips for Objective 8

This part relates to TEKS 21A–23B. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

- differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- identify different points of view about an issue, topic, historical event, or current event
- use appropriate mathematical skills to interpret social studies information such as maps and graphs
- use social studies terminology correctly
- incorporate main and supporting ideas in verbal and written communication;
- use a problem-solving process
- use a decision-making process

Sample Questions for Objective 8

The following are sample questions. You can find the correct answers listed at the end of this study guide, but try answering the questions without looking at the answers first to check your comprehension.

Questions for this objective are integrated with other objectives.

Answer Key

Item Number	Correct Answer	TEKS expectation
1	D	2C
2	C	4C
3	B	7A, 21B
4	A	9A
5	A	10A
6	C	13C, 22A
7	D	15A
8	B	15B, 22A
9	C	16A
10	D	17D
11	D	19B, 21B
12	C	19C, 21B
13	C	20A
14	B	20B