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2023 GED CONFERENCE

Social Studies Essential Skills and Strategies

New York, New York

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2023 GED CONFERENCE

Welcome



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Let's Get Started . . .



Why is this presentation important?

Test About the GED Social Studies Test



True or False?

1. The *GED Assessment Guide for Educators* is strictly for teachers and should not be shared with students.
2. The exam assesses both social studies skills and social studies content.
3. Reading strategies are important for RLA students but only minimally useful to students taking the GED Social Studies test.
4. The fact that there is not an official list of assessed social studies topics makes the test particularly difficult for students.
5. I have not had the opportunity to examine social studies sample questions.

Today's Focus

- Practices and Indicators (Skills Requirements)
- Close Reading
- Topics and Subtopics (Content Knowledge Requirements)
- Sample Questions
- General Strategies
- Q&A



Indicators and Content Topics



- https://ged.com/wp-content/uploads/assessment_guide_for_educators_all_subjects.pdf

(Copy and paste link as needed or search for “Assessment Guide for Educators”)

- Social Studies begins on page 180.
- Social Studies Assessment Targets (aka “**Practices**” and “**Indicators**”) begin on page 183.
- Social Studies **Content Topics** begin on page 187.

Social Studies Skill Requirements

Social Studies Practices	
SSP.1 Drawing Conclusions and Making Inferences	
a. Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence.	2-
b. Cite or identify specific evidence to support inferences or analyses of primary and secondary sources, attending to the precise details of explanations or descriptions of a process, event, or concept.	1-
SSP.2 Determining Central Ideas, Hypotheses and Conclusions	
a. Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence.	1-
b. Describe people, places, environments, processes, and events, and the connections between and among them.	2-

Practices and Indicators

Social Studies Practices	
Indicator	SSP.1 Drawing Conclusions and Making Inferences ← Practice
	a. Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence. b. Cite or identify specific evidence to support inferences or analyses of primary and secondary sources, attending to the precise details of explanations or descriptions of a process, event, or concept.
	SSP.2 Determining Central Ideas, Hypotheses and Conclusions
	a. Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence. b. Describe people, places, environments, processes, and events, and the connections between and among them.
	SSP.3 Analyzing Events and Ideas

Examples of Terminology Used in the Social Studies Practices and Indicators

- explicitly stated
- infer/inference
- main idea
- assume/assumption
- propaganda
- implied/implication
- evidence
- chronological order
- sequence
- bias

Bias

Bias: a personal and sometimes ***unreasoned and/or unsupported judgment***; a prejudice against or in favor of one thing, person, group, or idea when compared with another.

Which statement reflects a *bias* about the U.S. presidency?

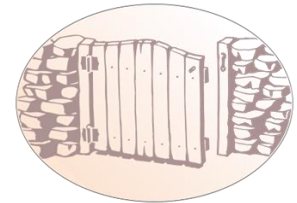
- A statement with reasonable support
- B statement with reasonable support
- C statement without reasonable support *
- D statement with reasonable support

Examples of Terminology Used in the Social Studies Practices and Indicators

- explicitly stated
- infer/inference
- main idea
- assume/assumption
- propaganda
- implied/implication
- evidence
- chronological order
- sequence
- bias

Close Reading Strategies

- read and re-read to *determine the details* of what the text says *explicitly* and to make *logical inferences* from it
- cite specific textual *evidence* that supports *conclusions* drawn from the text
- identify the author's *purpose* and *assumptions*, and recognize the *implications* of the author's position



Analysis

Close Reading Strategies

Close Readers	
Reread	✓
Focus on the text	✓
Ask questions	✓
Pay attention to language	✓
Uncover deeper meaning	✓
Pay attention to context	✓

SSP.5.c Analyze how a historical context shapes an author's point of view.



This excerpt is from an essay written by Thomas Jefferson in 1790.

Every man, and every body of men on earth, possesses the right of self-government: they receive it with their being from the hand of nature. Individuals exercise it by their single will: collections of men by that majority; for the law of *majority* is the natural law of every society of men.

Based on the excerpt, which factor was the *most* important influence on Jefferson's point of view?

- A the colonization of the Americas [USH.e European settlement and population of the Americas]
- B the leadership of George Washington [USH.b.3 George Washington]
- C the government created by the Articles of Confederation [USH.b.5 Articles of Confederation]
- D the ideas expressed by philosophers of the Enlightenment [USH.b.4 Thomas Jefferson, and CG.b.1 natural rights philosophy]

569100

Content Knowledge Requirements

Test questions assume students have a basic understanding of the content in the Social Studies Topics document.



Topics	Social Studies Topic Matrix			
	CG: Civics and Government (50%)	USH: U.S. History (20%)	E: Economics (15%)	G: Geography and the World (15%)
	a. Types of modern and historical governments b. Principles that have contributed to development of American constitutional democracy c. Structure and design of United States government d. Individual rights and civic responsibilities	a. Key historical documents that have shaped American constitutional government b. Revolutionary and Early Republic Periods c. Civil War & Reconstruction d. Civil Rights Movement	a. Key economic events that have shaped American government and policies b. Relationship between political and economic freedoms	a. Development of classic civilizations
	e. Political parties, major	e. European population of the Americas	c. Fundamental economic	b. Relationships between

Content Topics and Subtopics

Topics and subtopics are subjects drawn from Civics/Government, U.S. History, Economics, and Geography.

United States History	
USH.a	Key historical documents that have shaped American constitutional government Topic USH.a.1 Key documents and the context and ideas that they signify (e.g., Magna Carta, Mayflower Compact, Declaration of Independence, United States Constitution, Martin Luther King's Letter from the Birmingham Jail, Landmark decisions of the United States Supreme court, and other key documents) Subtopic
USH.b	Revolutionary and Early Republic Periods Topic USH.b.1 Revolutionary War USH.b.2 War of 1812 USH.b.3 George Washington USH.b.4 Thomas Jefferson USH.b.5 Articles of Confederation USH.b.6 Manifest Destiny USH.b.7 U.S. Indian Policy

Subtopics

I

Focusing Themes

The scope of the content covered by topics and subtopics is limited by two **Focusing Themes**:

Theme I

Development of Modern
Liberties and Democracy

Theme II

Dynamic Responses in
Societal Systems

Focusing Themes

Focusing Themes	Social Studies Domains			
	CG: Civics and Government (50%)	USH: U.S. History (20%)	E: Economics (15%)	G: Geography and the World (15%)
 I. Development of Modern Liberties and Democracy	a) Types of modern and historical governments b) Principles that have contributed to development of American constitutional democracy c) Structure and design of United States government d) Individual rights and civic responsibilities	a) Key historical documents that have shaped American constitutional government b) Revolutionary and Early Republic Periods c) Civil War & Reconstruction d) Civil Rights Movement	a) Key economic events that have shaped American government and policies b) Relationship between political and economic freedoms	a) Development of classical civilizations
 II. Dynamic Responses in Societal Systems	e) Political parties, campaigns, and elections in American politics f) Contemporary public policy	e) European population of the Americas f) World War I & II g) The Cold War h) American foreign policy since 9/11	c) Fundamental Economic Concepts d) Microeconomics and macroeconomics e) Consumer economics f) Economic causes and impacts of wars g) Economic drivers of exploration & colonization h) Scientific and Industrial Revolutions	b) Relationships between the environment and societal development c) Borders between peoples and nations d) Human migration

GED Sample Questions:

Focus on Seven Social Studies Indicators

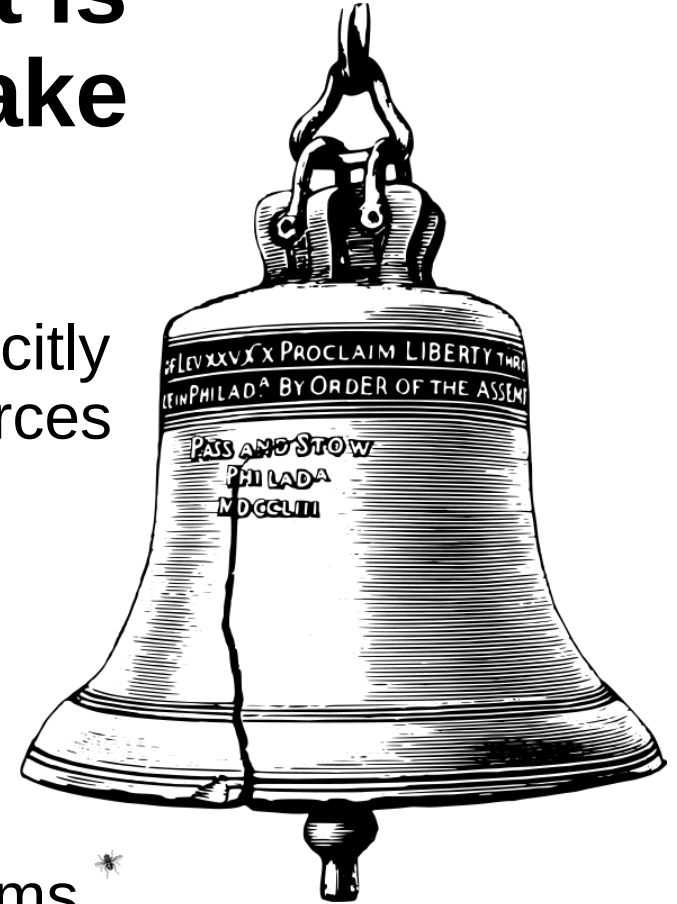
- SSP.1.a Determine what is explicitly stated and make inferences or claims
- SSP.1.b Identify evidence to support inferences
- SSP.3.a Sequence events and steps in a process
- SSP.3.d Compare differing ideas
- SSP.6.a Integrate sources
- SSP.6.b Analyze visual sources
- SSP.8.a Recognize discrepancies between sources

SSP.1.a Determine what is explicitly stated and make inferences or claims

Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence.

Close Reading Requirements:

- Note precise details
- Make logical inferences or valid claims



Ellipses and Glossing

An ellipsis (“...”) shows where text appearing in the original source was removed.

Glossing is inserting a bracketed word or phrase in place of a rarely used or difficult word or phrase.

Editorial

Voter ID laws are a sensible solution to a genuine problem. The Supreme Court confirmed as much in 2008 when it upheld Indiana's voter ID law, which is very similar to the Texas law. The lead opinion in that case was written by Supreme Court Justice John Paul Stevens... “The application of the statute to the vast majority of Indiana voters,” declared Stevens, “is amply justified by the valid interest in protecting the integrity and reliability of the electoral process.”

... So the problem is real enough, and voter ID laws strike most Americans as a reasonable solution. Opponents claim that these laws will reduce turnout, especially among black Americans, but the numbers say otherwise....

Veto Letter

... House Bill No. 1631 purports to solve a problem which does not exist. Missouri already has strong protections in place to prevent voter fraud, and voter impersonation fraud is an extremely rare occurrence. Due to the clear and overwhelming evidence that photo ID requirements are not necessary, the [rapid spread] of these laws is widely understood to be motivated by an attempt to suppress turnout. ... Indeed, research has shown that, when controlling for other factors, photo ID requirements have a negative effect on turnout among racial and ethnic minorities.

Voting is the foundation of our democracy. ... Putting additional and unwarranted barriers between citizens and their ability to vote is wrong and detrimental to our system of government as a whole.

SSP.1.a Example #1

This is an excerpt from the Mayflower Compact (1620).

IN THE NAME OF GOD, AMEN. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord King James . . . Do by these Presents, solemnly and mutually, in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politic, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid: And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Officers, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience.

What did the signers of the Mayflower Compact agree to do?

- A. defend their territory against local enemies
- B. give their absolute allegiance to a new ruler
- C. obey the rules that the community decided were important
- D. adopt new religious ideas for the benefit of the community

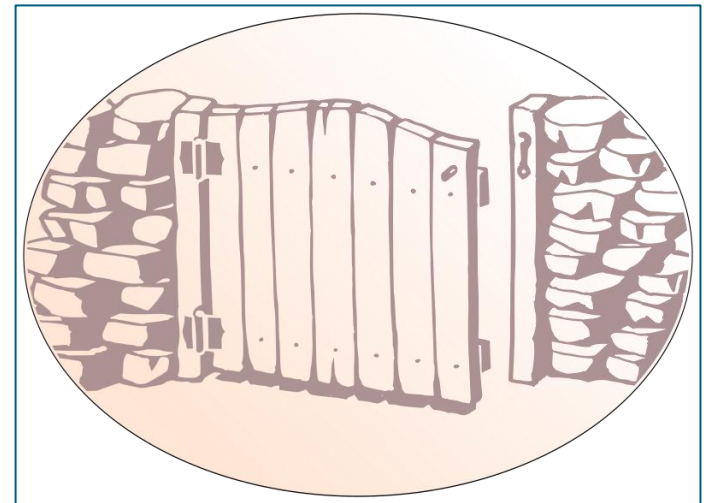
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SSP.1.b Identify evidence to support inferences

Cite or identify specific evidence to support inferences or analyses of primary and secondary sources, attending to the precise details of explanations or descriptions of a process, event or concept.

Close Reading Requirements:

- Identify evidence that supports an inference or claim
- Notice details



SSP.1.b Example #1

In 2002, President George W. Bush released a document entitled, “The National Security Strategy of the United States of America.”

Which statement from the document provides evidence that President Bush believed his national security strategy would require *increased* U.S. military spending?

- A. “Yet, in a very short time, we had to operate across the length and breadth of that remote nation, using every branch of the armed forces.”
- B. “We must prepare for more such deployments by developing assets such as advanced remote sensing, long-range precision strike capabilities, and transformed maneuver and expeditionary forces. . . .”
- C. “We must also transform the way the Department of Defense is run, especially in financial management and recruitment and retention.”
- D. “The United States must and will maintain the capability to defeat any attempt by an enemy—whether a state or non-state actor—to impose its will on the United States, our allies, or our friends.”

310109

SSP.1.b Example #2

This excerpt is from a 2012 press release by the U.S. Census Bureau.

The nation's urban population increased by 12.1 percent from 2000 to 2010, outpacing the nation's overall growth rate of 9.7 percent for the same period. . . . The Census Bureau released the new list of urban areas today based on 2010 Census results.

Urban areas—defined as densely developed residential, commercial and other nonresidential areas—now account for 80.7 percent of the U.S. population, up from 79.0 percent in 2000. Although the rural population—the population in any areas outside of those classified as "urban"—grew by a modest amount from 2000 to 2010, it continued to decline as a percentage of the national population.

Based on the excerpt, which statement describes a way the population changed from 2000 to 2010?

- A Immigration into the country increased the urban population.
- B Migration from rural areas increased the urban population.
- C The number of people living in rural areas increased.
- D The number of rural communities increased.

565323

SSP.1.b Example #3

A recent magazine article examined government in the United States during the first decades after independence from Britain.

Which quotation from the article allows a reader to *infer* that the power of the U.S. government is limited?

- A "A fear of tyranny led to the creation of a national government under the Articles of Confederation, which lasted less than a decade."
- B "As a result, the founders drafted the U.S. Constitution, which addressed weaknesses of the Articles of Confederation."
- C "The U.S. Constitution, ratified over two hundred years ago, greatly changed the relationship between the national and state governments."
- D "The Constitution included safeguards to protect individual rights against abuse by the government."

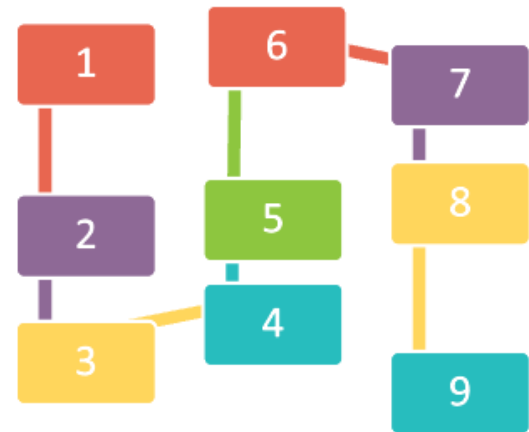
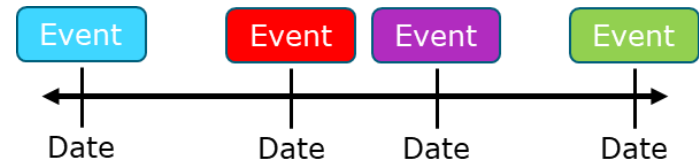
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SSP.3.a Sequence Events and Steps in a Process

Identify the chronological structure of a historical narrative and the sequence steps in a process.

Close Reading Requirements:

- Identify a chronological structure
- Sequence steps in a process



SSP.3.a Example #1

The *Exxon Valdez* Oil Spill

Shortly after midnight on March 24, 1989, the *Exxon Valdez* oil tanker ran aground on a reef in Prince William Sound off the coast of Alaska. The automatic pilot technology on the vessel was turned off shortly before the accident. The resulting spill of 10.8 million gallons of crude oil is one of the major environmental disasters of the twentieth century.

The captain of the *Exxon Valdez*, Joseph Hazelwood, had failed to personally direct the ship back into the proper shipping lanes after he ordered the tanker to move out of the way of icebergs. Hazelwood retired to his quarters once he gave instructions to the third mate to reposition the ship after passing the icebergs.

Neither Hazelwood nor the third mate realized how far off course the vessel was until it was too late, despite the advanced technology on the vessel. Captain Hazelwood had disembarked earlier that day to conduct business for the ship. He returned that evening to pilot the tanker out of Prince William Sound. Little did he know upon re-boarding that he would be at the center of events leading to an enormous oil spill that would impact 1,300 miles of shoreline, kill thousands of animals, and cost over two billion dollars.

Which event described in the passage happened *first*?

- A The *Exxon Valdez* ran aground on a reef.
- B The *Exxon Valdez* was taken off autopilot.
- C Captain Hazelwood retired to his rooms for the night.
- D Captain Hazelwood disembarked to conduct business.

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SSP.3.a Example #2

Which list shows the correct order of steps in a process used by U.S. government branches to check each other?

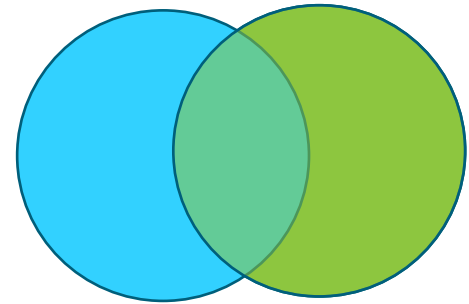
- A. Congress passes a bill; the president vetoes the bill; Congress overrides the veto; the bill becomes law
- B. Congress passes a bill; the president vetoes the bill; the Supreme Court declares the veto unconstitutional
- C. the president nominates a Supreme Court justice; the Senate does not confirm the president's nominee; the Supreme Court declares the Senate's decision unconstitutional
- D. the president issues an executive order; the Supreme Court declares the order unconstitutional; the president vetoes the Court decision; the executive order stands

SSP.3.d Compare Differing Ideas

Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.

Close Reading Requirements:

- Make comparisons
- Identify assumptions and implications



SSP.3.d Example #1

These excerpts are from a 2014 newspaper editorial by U.S. Senator John Cornyn and a 2016 veto letter by Missouri Governor Jay Nixon.

Editorial

Voter ID laws are a sensible solution to a genuine problem. The Supreme Court confirmed as much in 2008 when it upheld Indiana's voter ID law, which is very similar to the Texas law. The lead opinion in that case was written by Supreme Court Justice John Paul Stevens . . . , "The application of the statute to the vast majority of Indiana voters," declared Stevens, "is amply justified by the valid interest in protecting 'the integrity and reliability of the electoral process.'"

. . . So the problem is real enough, and voter ID laws strike most Americans as a reasonable solution. Opponents claim that these laws will reduce turnout, especially among black Americans, but the numbers say otherwise. . . .

Veto Letter

. . . House Bill No. 1631 purports to solve a problem which does not exist. Missouri already has strong protections in place to prevent voter fraud, and voter impersonation fraud is an extremely rare occurrence. Due to the clear and overwhelming evidence that photo ID requirements are not necessary, the [rapid spread] of these laws is widely understood to be motivated by an attempt to suppress turnout. . . . Indeed, research has shown that, when controlling for other factors, photo ID requirements have a negative effect on turnout among racial and ethnic minorities.

Voting is the foundation of our democracy. . . . Putting additional and unwarranted barriers between citizens and their ability to vote is wrong and detrimental to our system of government as a whole.

Which idea is *only* behind the editorial?

- ☐ A Public approval of a law matters.
- ☐ B Minority voter turnout is affected by voter ID laws.
- ☐ C Elections are a vital part of the democratic process.
- ☐ D Expert opinions on voter ID laws should be considered.

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SSP.3.d Example #2

These excerpts are from two candidates for mayor. They were asked about the role of technology in city planning.

Candidate Jolanda Peterson's Response

Advances in technology will continue to change the world around us. Occasionally, technology surprises us—just ask any parent. So, where it makes sense, we should use state-of-the-art tools. For example, high tech meters for our water and electric system would save money and resources. We can update our traffic signal system to immediately respond to changing traffic conditions. This has proven to save time and resources; and even to improve health. If technology can improve our lives, we should take advantage of it.

Candidate Emma Kypuros's Response

As technological advancement marches on, we will continue to adapt. Current problems at City Hall are already being solved in the private sector by technology. For example, the internet allows employees to work from home, saving millions of dollars. Additionally, the growth of telecommuting means there are fewer cars on the road burning and leaking fossil fuels. Technology should be used to improve city management and efficiency. We must also ensure that technology helps not just city hall or big business, but our individual citizens as well.

Which assumption is *only* behind the response of candidate Jolanda Peterson?

- ☐ A Technological innovations may not deliver the expected results.
- ☐ B Some technology can have a positive effect on the environment.
- ☐ C Modern technology can have a positive impact on the lives of citizens.
- ☐ D Some technological solutions have not been implemented by the local government.

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SSP.3.d Example #3

Man in Nature

John Locke asserted that man in nature is absolutely free, in total control of self and personal property, equal to the greatest person, and ruled by no one. Locke stressed that in a state of nature, there are no laws and no legal obligation for fair conduct and good behavior.

Which statement is an implication of Locke's claim regarding man in nature?

- A He has no need for partners or allies.
- B He has no need for rules or government.
- C He lives in fear and is in constant danger from others.
- D He lives with abundance and his needs are always met.

726911

SSP.6.a Integrate Sources

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Close Reading Requirement:

- Integrate information from various sources

SS.6.a Example #1

Limits on How Long a President May Serve

The 22nd Amendment sets limits on presidential service. It states that "no person shall be elected to the office of the President more than twice." In addition, an individual who serves two years or less of another president's term may still be elected twice. However, an individual who serves more than two years of another president's term may only be elected as president once.

U.S. President

Head of	executive branch
Election Method	elected by the Electoral College
Term	four-year term
Duties	executes and enforces laws created by Congress

Based on *both* the paragraph and the table, what is the maximum number of years a president can serve?

- A four years
- B six years
- C eight years
- D ten years

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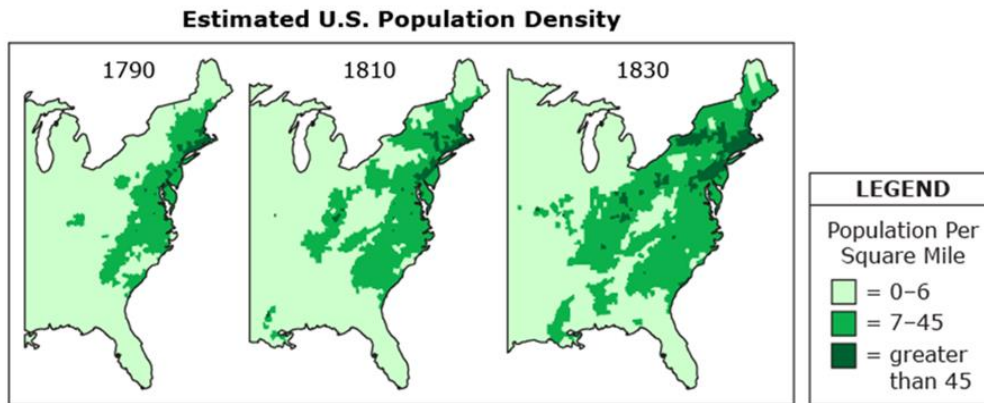
SSP.6.b Analyze Visual Sources

Analyze information presented in a variety of maps, graphic organizers, tables, and charts; and in a variety of visual sources such as artifacts, photographs, and political cartoons.

Close Reading Requirements:

- Discern visual details
- Analyze information in visual sources
- Make comparisons and inferences based on visual sources

These maps are based on data from the U.S. Census Bureau.



SS.6.b Example #1

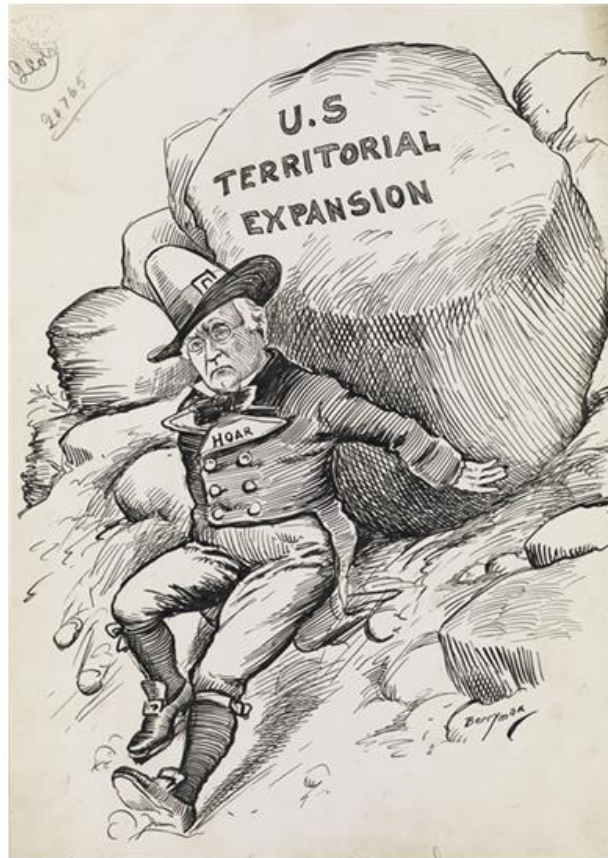
This map is based on information from the National Archives.



Which event is *directly* related to the information in the maps?

- A the U.S. expedition to explore American Indian territory in 1804
- B the major battle fought on American Indian territory during the War of 1812
- C the forced removal of American Indian tribes from their land during the 1830s
- D the U.S. settlement on American Indian land associated with Manifest Destiny in the 1840s

This 1898 cartoon by Clifford Berryman was published in *The Washington Post*. It shows U.S. Senator George Hoar leaning against a boulder labeled "U.S. Territorial Expansion."



SS.6.b Example #2

Which assumption does the artist make in the cartoon?

- A Early settlers began the implementation of U.S. imperialist policies.
- B The primary U.S. priority should be pushing for acquisition of new lands.
- C The United States will be dominated by rivals unless it competes for new colonies.
- D Once imperialism is accepted by the United States it will dominate U.S. foreign policy.

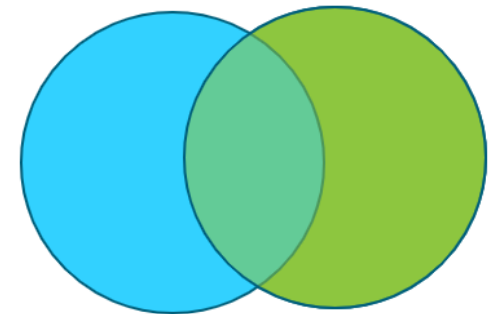
SSP.8.a Discrepancies Between Sources



Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.

Close Reading Requirements:

- Compare sources
- Contrast sources



SSP.8.a Example #1

Blog Entry

As a presidential democracy, the U.S. system of government differs from a parliamentary democracy. The U.S. president has a strong role, independent from the legislative branch, but with specified constitutional restraints that may be imposed by Congress. The executive branch controls the day-to-day operations of the federal government. As head of state, the president directs foreign policy. As commander in chief of the armed forces, the president is responsible for the nation's defense. Powers this extensive can be justified by the fact that the president is elected by the people rather than by the legislative branch, as is the case in a parliamentary system.

Letter

Presidential elections dominate the news every four years. While the election of a president rightly attracts much voter attention, citizens should also remember the importance of their votes for U.S. representatives and senators. One individual controls an entire branch of government, the executive. However, the powers of the chief executive are limited in various ways by the legislative branch. For example, the president must get confirmation from the Senate for judicial appointments. A president who commits crimes can be impeached by the House of Representatives. Because such checks on presidential power are vital to our democracy, voters should exercise utmost care in electing candidates for Congress.

How do the blog entry and the letter *differ* in their analyses of presidential democracy?

- A. Only the letter mentions specific powers exercised by the executive branch.
- B. Only the letter mentions the relationship between government branches.
- C. Only the blog entry recognizes the importance of presidential elections.
- D. Only the blog entry presents a defense for strong presidential powers.

699080

This excerpt is from a 2017 letter concerning the North American Free Trade Agreement (NAFTA). The letter was written by 18 U.S. senators to U.S. Trade Representative Robert Lighthizer.

NAFTA has led to tremendous growth in U.S. trade with Mexico and Canada . . . and more than tripled U.S. exports of goods (including agricultural and manufactured goods) and services. . . .

[T]here are areas in which NAFTA will benefit from strengthening and modernization. On the other hand, efforts to abandon the agreement or impose unnecessary restrictions on trade with our North American partners will have devastating economic consequences.

This excerpt is from a 2017 speech by U.S. Senator Pat Roberts.

There is a great deal of frustration in farm country because we are missing opportunities to grow our exports. . . .

Strengthening and modernizing NAFTA should result in even stronger economic growth for the United States and for Canada and Mexico. . . .

Trade is more than a product crossing a border. A seed planted in a field might ultimately become a meal for a family, but in between you'll find the combine that harvests it, the facility that processes it, and perhaps most important the people employed at every step of the way.

U.S. agriculture has grown because of agreements like NAFTA, and from the farmer in the field to the grocer in the store, American workers have benefited from that growth.

Which statement describes a way the excerpts are *similar*?

- A Both present the idea that NAFTA has benefited American rural economies.
- B Neither acknowledges that updating NAFTA will benefit Mexico and Canada.
- C Neither warns against increasing barriers to trade with neighboring countries.
- D Both focus on the jobs created by trade among neighboring countries.

SSP.8.a Example #2

910481

SSP.8.a Example #3

This excerpt is from a 1789 speech by James Madison. It has been paraphrased.

There are some objections to the Constitution based on the new government's structure and its powers over state governments. However, most citizens oppose it because it lacks the usual safeguards for individual rights. Truly, we should not consider our rights safe while so many of our fellow citizens believe safeguards are necessary.

It is fortunate that these objections are issues that can be solved without damaging essential parts of the government. The benefit is a public satisfied that their rights are now and forever guaranteed.

This excerpt is from a 1787 letter from Thomas Jefferson to James Madison. It has been paraphrased.

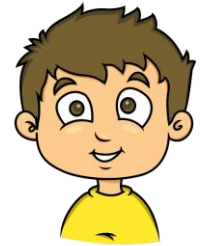
I do not like that the proposed Constitution does not have a bill of rights. To say that a bill of rights is unnecessary because the national government only has powers that are clearly given, while the state governments have powers not specifically prohibited, is a clever way of stating things, but things are not so plainly stated in the Constitution. Should we conclude that because some states do not have strong protections for jury trials that all states are free to lower their standards? It would be better to set a high standard for every state to follow. The people deserve a bill of rights, regardless if it is against a national or a state government. A just government, anywhere on earth, would never refuse a bill of rights by claiming that individual rights are implied.

How do Madison and Jefferson *differ* in their analyses of the U.S. Constitution?

- A Only Jefferson discusses the necessity of protecting individual rights in the Constitution.
- B Only Madison gives a specific example of an argument against changing the Constitution.
- C Only Madison states a willingness to comply with public opinion by changing the Constitution.
- D Only Jefferson expresses a desire to change the basic structure of the government outlined in the Constitution.

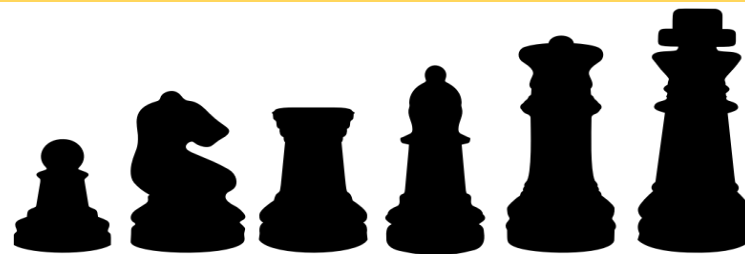
Test About the GED Social Studies Test

True or False?



1. The *GED Assessment Guide for Educators* is strictly for teachers and should not be shared with students.
2. The exam assesses both social studies skills and social studies content.
3. Reading strategies are important for RLA students but only minimally useful to students taking the GED social studies test.
4. The fact that there is not an official list of assessed social studies topics makes the test particularly difficult for students.
5. I have not had the opportunity to examine social studies example questions.

General Strategies



- Share the GED® indicators and content topics with your students. The content topics can be used as a teaching/study guide.
- Encourage students to study key definitions and terms.
- Review key foundational concepts/content.
- Remind students to carefully read every part of a test question, including the intro, the stimulus, the question, and the options.
- Encourage students to read more and to practice close reading. Strong reading skills will benefit students in all four subject area tests.

Question & Answer

Session Survey

Your feedback is important. Please scan the QR code below to rate this session.



Thank you!

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