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PRAXIS STUDY COMPANION

# Elementary Education Fundamentals: Social Studies

## 8004

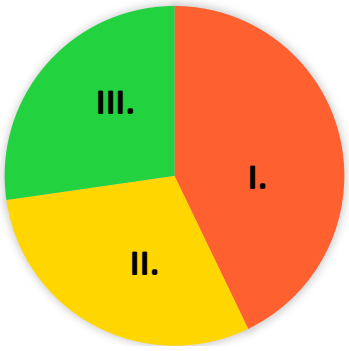


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# Elementary Education Fundamentals: Social Studies (8004)

## Test at a Glance

<table>
<tr><td>Test Name</td><td colspan="4">Elementary Education Fundamentals: Social Studies</td></tr>
<tr><td>Test Code</td><td colspan="4">8004</td></tr>
<tr><td>Time</td><td colspan="4">100 minutes<br>*Beginning September 1, 2026, each Category will be separately timed when taking the full test.</td></tr>
<tr><td>Number of Questions</td><td colspan="4">77 selected-response questions</td></tr>
<tr><td>Format</td><td colspan="4">The test consists of a variety of selected-response questions. You can review the question types in Understanding Question Types.</td></tr>
<tr><td>Test Delivery</td><td colspan="4">Computer Delivered</td></tr>
<tr><td rowspan="5">
</td><td>Content Categories</td><td>*Category Time</td><td>Approximate Number of Questions</td><td>Approximate Percentage of Examination</td></tr>
<tr><td>I. United States History, Government and Citizenship</td><td>40 minutes</td><td>33</td><td>43%</td></tr>
<tr><td>II. Geography, Anthropology, and Sociology</td><td>30 minutes</td><td>23</td><td>30%</td></tr>
<tr><td>III. World History and Economics</td><td>30 minutes</td><td>21</td><td>27%</td></tr>
<tr><td colspan="4">Approximately 10-15% of the questions integrate Social Studies Inquiry Skills</td></tr>
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## About The Test

The Elementary Education Fundamentals tests are designed to assess whether the entry-level elementary teacher has the content knowledge that is important, necessary, and needed at time of entry to the profession to teach reading, mathematics, social studies, and science at the elementary level. Each state may require one or more of the subject tests to support a generalist elementary school license.

The Elementary Education Fundamentals: Social Studies test measures the knowledge and skills in social studies necessary for a beginning teacher of children in primary through upper elementary school grades. The 77 selected-response questions reflect material typically covered in a bachelor's degree program in elementary education, and they are grounded in the National Council for the Social Studies National Curriculum Standards.

Test takers will also find that approximately ten to fifteen percent of questions call for application of social studies content and processes within a teaching scenario or an instructional task. Such questions—designed to measure applications of social studies knowledge to the kinds of decisions and evaluations a teacher must make during work with students, curriculum, and instruction—situate social studies content questions in tasks critical for teaching. Below, in Social Studies Inquiry Skills, is a list of tasks that are a routine part of social studies instruction. These tasks, identified based on the national and state curriculum frameworks and guidelines and research on social studies instruction, have been confirmed by a national committee of teachers and teacher educators as important for effective teaching of elementary social studies.

This test may contain some questions that will not count toward your score.

Note: This examination uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some world history textbooks.

**Praxis Steps:** This test is available with Praxis Steps modular testing features, which offers flexible pathways for candidates to demonstrate content mastery. If your State has adopted the Elementary Education Fundamentals tests with Praxis Steps, you can take a full test in one sitting or take or retake a single "Step" at the content category level. Check your State Requirements to see what your state allows.

## Content Topics

This list details the topics that may be included on the test. All test questions cover one or more of these topics.

**Note:** The use of "e.g." to start a list of examples implies that only a few examples are offered and that the list is not exhaustive, whereas the use of "i.e." to start a list of examples implies that the given list of examples is complete.

## Discussion Questions

In this section, discussion questions provide examples of content that may be included in the questions you receive on testing day. They are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. Answers for the discussion questions are **not** provided; however, thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. The questions are intended to help you gain increased understanding and facility with the test's subject matter. You may want to discuss these questions with a teacher or mentor.

### I. United States History, Government and Citizenship

#### A. United States History

1. Understands the cultures and regions of Native American peoples before European contact
2. Understands the founding and development of European colonies in North America, and the ways in which conflict and cooperation among European, African, and Native American peoples, including the practice of slavery, shaped early North American colonial lives and society
3. Understands the causes and significant events of the American Revolution, the contexts that led to the writing and adoption of the Constitution of United States and other founding documents, and the principles of the Constitution and Bill of Rights, including their impact on the economy, politics, culture, and society of the early United States and the roles of various groups during this period
4. Understands important changes in different regions of the United States from the 1800s through the early 1900s, including urbanization and patterns of internal migration and immigration, industrialization, United States foreign policy and western expansion and the causes and effects of changing government policies toward Native Americans and African Americans

5. Understands nineteenth-century sectionalism surrounding the practice of slavery, as well as the major events, successes, and failures of the Civil War and Reconstruction, including the impact of constitutional amendments and efforts to erect and eliminate barriers against rights and equality for African Americans
6. Understands important changes and reforms that affected society, government, and the economy during the Gilded Age, the Progressive Era, the Great Depression, and the New Deal
7. Understands the causes and effects of the United States entry into the First and Second World Wars and how the wars affected life in the United States, including the important roles played by and the experiences of individuals and groups (e.g., women, men, soldiers, civilians, African Americans, Hispanic Americans, Asian Americans, Native Americans)

**Discussion Questions: United States History**

- Describe the environments and cultures of Native American peoples in different regions of what is now the United States (e.g., Great Lakes, Southwest, Northwest Coast, Arctic) before European settlement. Consider characteristics such as languages spoken, methods of obtaining food, family and kinship, governments and alliances, and religious beliefs.
- Compare and contrast the motives, methods, and outcomes of Spanish, French, English, and Dutch colonization in North America.
- Compare and contrast the legal, economic, and social causes and effects of the different forms of bonded, or unfree, labor in the colonies, including encomienda, indentured servitude, and slavery. How did these practices change over time?
- What would you consider to be the most consequential instances of conflict and cooperation between and among Europeans, Native Americans, and Africans during the colonial period?
- Explain the major political, economic, social, and diplomatic developments between 1754 and 1776 that led to the thirteen American colonies declaring independence. Which events and actors were most important in bringing about the American Revolution?
- Compare and contrast the experiences of different groups of people during the American Revolution, such as Patriots and Loyalists, soldiers and civilians, men and women, the Mohawk and the Oneida, and free and enslaved people.
- What were the major questions debated during the writing and ratification of the United States Constitution, and how does the text of the Constitution reflect the outcome of these debates? What factors (e.g., sectional and socioeconomic interests, religious ideals) shaped different individuals' and groups' views on these questions at the time?

- What were the main ways that women participated in political and public life during the period before woman suffrage?
- Describe the changing causes, characteristics, and consequences of industrialization before and after the American Civil War. What roles did governments, entrepreneurs, inventors, consumers, and waged, contracted, and enslaved laborers play in these developments?
- Describe the ideology of Manifest Destiny and the events that led to different territories becoming part of the United States during the nineteenth century. What were the major environmental, economic, social, and political causes and effects related to the expansion of the United States?
- What were the long-term social, economic, and political developments that contributed to the growth of sectionalism, and how did sectionalism lead to the American Civil War?
- What were the goals of the federal government, former supporters of the Confederacy, and formerly enslaved people during Reconstruction? To what extent were these goals achieved in the short and long term? How successful was Reconstruction in achieving the goals of those who supported it?
- Compare and contrast the aims, ideas, methods, and outcomes of major reform movements between 1820 and 1939. (Topics to consider include the abolitionist movement, the temperance movement, the woman suffrage movement, the labor movement, Populism, and Progressivism.)
- Describe changes to patterns of international immigration to the United States between 1800 and 1965, considering the origins and destinations of different immigrant groups, the push and pull factors behind different waves of immigration, the causes and effects of important immigration laws, and the cultural, economic, and social effects of different periods of immigration.
- Describe changes to patterns of internal migration within the United States and its territories between 1800 and 1965, considering key developments such as urbanization, suburbanization, the Indian Removal Act, the Great Migration, and the Dust Bowl exodus. What were the causes and effects of these migrations?
- What policies and programs did the United States government implement to address the challenges caused by the Great Depression, and what were the short-and long-term outcomes of these efforts?
- Compare and contrast the causes and effects of the United States entry into the First and Second World Wars. How did United States participation in these wars reflect its evolving role as a world power?
- What measures were taken to address shortages of labor, food, and resources during the Second World War, and how did these measures affect the experiences of different segments of the population during and after the war?

## B. Government and Citizenship

1. Understands how fundamental United States documents such as the Constitution and Declaration of Independence reflect the basic ideas of American democracy (e.g., separation of powers, rule of law, natural rights, popular sovereignty)
2. Understands the different types, levels, and purposes of governments and how the United States government is structured, how laws are made, how elections are held, and how different institutions in civil society affect the political process
3. Understands the rights of citizens and their responsibilities to their community, state and country, and the various ways individuals, institutions, and groups elevate and act on issues in the United States

### Discussion Questions: Government & Citizenship

- Describe the purpose, basic structure, and political arguments of the Declaration of Independence. What ideas about the relationship between governments and citizens are expressed in the document?
- Compare and contrast the purpose, structure, and content of the Articles of Confederation with those of the Constitution. How does the Constitution attempt to overcome weaknesses of the Articles?
- How does the Constitution reflect the principles of checks and balances and the separation of power? Name three different powers held solely by the legislative branch or the executive branch of government.
- How does the Constitution reflect the principles of federalism? Name three different powers of the federal government and three different powers reserved to the states. What are some major Supreme Court decisions that have clarified the extent of federal power?
- What powers does the Constitution give to the judicial branch? To what extent did the decision in *Marbury* v. *Madison* change the role of the Supreme Court?
- Describe the significance of the due process clause, the equal protection clause, and the concept of implied rights in Supreme Court rulings related to civil rights since the mid-twentieth century. What are some major decisions that rested on these constitutional principles (e.g., *Brown* v. *Board of Education of Topeka*, *Loving* v. *Virginia*, *Griswold* v. *Connecticut*, *Obergefell* v. *Hodges*)?
- What is civil society, and what role do civil society institutions, such as the media, polling firms, religious organizations, businesses, and nongovernmental organizations, play in a democratic system?
- What are the major electoral and nonelectoral means by which citizens can influence outcomes in the United States political system (for example, ballot initiatives, lobbying, civil disobedience, and boycotts?)

- Name several key examples of individuals, groups, and institutions that effected political or social change, expanded or preserved rights and liberties, or worked toward equity and equality in the United States during the twentieth and twenty-first centuries. What methods and tactics did they use? What accounts for their successes and failures?

## II. Geography, Anthropology, and Sociology

### A. Geography

1. Understands different types of maps and how to use them, as well as geographic tools and technologies like maps, projections, GPS and satellite images to identify, understand, and analyze trends, connections, and patterns in physical, environmental, cultural, and demographic data
2. Understands concepts of regions, absolute and relative location, characteristics of place, scale, and can identify and describe regions of the Earth using information such as climatic, physical, political, and cultural features
3. Understands the short- and long-term effects of human activities on the environment, and how the Earth's physical features and systems influence human decisions about settlement, movement, agriculture, industry, and globalization

**Discussion Questions: Geography**

- What are the strengths, limitations, and major uses of different map types and map projections?
- When is it most useful to describe a landmark in terms of absolute versus relative location?
- What are the features used to define formal, vernacular/perceptual, and nodal regions, and what are some real-world examples of each type of region? What are the benefits and limitations of studying geographic issues in terms of regions?
- What are the primary physical features and natural resources of each of the following regions: North Africa, Southwest Asia, sub-Saharan Africa, Latin America, the Caribbean, North America, Western Europe, Eastern Europe, East Asia, South Asia, Southeast Asia, and Oceania?
- What is the difference between climate and weather? What are the major factors (e.g., terrain, continentality, latitude, altitude) that affect the climate in different locations?
- How do the following environmental factors affect human decisions and behavior: natural resources, natural hazards, climate, and terrain (e.g., mountains, straits)? Think of three real-world examples of how each of these factors has influenced a specific community and place.

- What are three real-world examples of how each of the following human activities can affect the natural environment: agriculture, manufacturing, irrigation, mining and drilling, logging, pastoralism/ranching, travel and transportation, and urbanization?
- Think of a social or environmental challenge (for example, economic stratification, deforestation). What are the benefits and drawbacks of studying that issue at either a local, a regional, or a global scale?
- Think of a problem or question that could be addressed by using geographic information systems (GIS). What area and variables would you analyze using GIS to address the issue?

## B. Anthropology and Sociology

1. Understands what culture is, the major facets of culture (e.g., language, religion), how culture contributes to unity, and how cultural distinctions can create conflicts and differences
2. Understands how culture shapes the behaviors, beliefs, values, and traditions of individuals, groups, and institutions, and the factors that contribute to cultural change (e.g., migration, technology, globalization, conflict)
3. Understands the concepts of identity, group membership, inequality, social stratification, and how social institutions and categories (e.g., race, class, gender, family, religion) influence patterns of interactions between individuals and groups

**Discussion Questions: Anthropology & Sociology**

- What is the culture iceberg model? What aspects of culture are either above or below the surface according to this model?
- What are the main culture regions of the world, and what are the main shared features that lead to each area being classified as a culture region?
- What are the different functions of language? How does shared language contribute to cultural unity, continuity, and change? What are the basic categories social scientists use to analyze and describe languages (e.g., language family, standard language, dialect, creole)?
- Describe the founders, scriptures, geographic diffusion, and central beliefs of the major religions of the world.
- What are the key concepts that social scientists use to describe different religions and belief systems (e.g., universalizing, ethnic, world, indigenous, monotheistic, polytheistic, or nontheistic)?
- What do social scientists mean by the terms “symbol” and “ritual,” and what are some different functions that symbols and rituals can serve in society? Try to think of at least three different real-world examples of how symbols and rituals contribute to cultural unity, continuity, conflict, or change.

- What do social scientists mean by the terms "norm," "role," "socialization," and "social institution"? Explain how these concepts relate to one another and how they are used to explain patterns of behavior across a society.
- What is the difference between personal identity and social identity? What are some ways that children in elementary grades experience their personal and social identities? What are some ways they understand and learn about the identities of others?

## III. World History and Economics

### A. World History

1. Understands how environmental factors and technological innovations (e.g. the domestication of animals, metalworking, agriculture) facilitated the development of early human civilizations such as those in Mesopotamia, Egypt, the Indus Valley, China, and Africa in the period 4000 to 1000 B.C.E.
2. Understands how the geographic, political, economic, and social characteristics of classical civilizations (e.g., Greece, Rome, Persia, India, China, Mesoamerican, and Islamic civilizations in the period 1000 B.C.E. to 1200 C.E.) shaped their societies, their interactions with other civilizations, and influenced the development of modern societies
3. Understands how trade, exploration, colonization, religion, and scientific and intellectual movements (e.g. the Renaissance, Scientific Revolution, and Enlightenment) affected global interactions from 1200 to 1750 C.E.
4. Understands the major developments of the Twentieth century, including the First and Second World Wars, the Holocaust, globalization, and human rights and environmental movements

**Discussion Questions: World History**

- Describe how the Neolithic Revolution transformed human society and identify the major agricultural hearths around the world and the patterns of diffusion from them.
- What do social scientists mean by the term "civilization"? Identify early centers of civilization in Africa, Asia, Europe, and the Americas; what geographic and technological factors explain their development?
- Describe the political, economic, social, religious, and cultural developments and technological achievements of societies that emerged around early centers of civilization around the world before 1200 C.E., focusing on the following regions:
  - Andean South America (e.g., Chavin)
  - East Asia (e.g., Qin and Han China)
  - Mediterranean, East Africa, and West Asia (e.g., Egypt, Mesopotamia, Kush, Rome, Abbasids)
  - Mesoamerica/North America (e.g., Olmec, Maya, Puebloan, Mississippian)
  - South Asia (e.g., Vedic cultures, Mauryan empire)

  - West and Central Africa (e.g., Ghana, Bantu migrations)
- Describe the concepts of citizenship and democracy in ancient Athens and compare them to those found in contemporary democracies.
- Compare and contrast the Roman Empire and the Han Empire in terms of their rise and fall, their successes and failures, and their contributions to the later history of their respective cultural spheres.
- Identify major trade centers and routes such as the Silk Road, the trans-Sahara route, and the Indian Ocean maritime trade routes on a map. What goods and ideas were carried along these routes between about 1200 and 1500 C.E.? How did the existence of these trade routes influence economic, cultural, and social developments in different regions (e.g., East Africa, East Asia)?
- What role did the consolidation of the Mongol Empire play in the increase of trade and travel during the 1200s and 1300s?
- Describe the features of major Mesoamerican and South American civilizations around 1450 C.E. and the interactions of these groups with early European explorers and colonists. To what extent did these civilizations' cultural, social, and political characteristics shape the features of early colonial societies?
- Why did Europeans begin investing in maritime exploration in the fifteenth century? Where were they trying to go, and why? Compare and contrast the voyages of European explorers with those of the Chinese admiral Zheng He.
- Explain the emergence of a global trade system from around 1450 to 1750 C.E., paying special attention to the role of technological advances; the importance of key commodities such as silver, spices, and sugar; and the interactions between governments and traders (e.g., the Dutch East India Company). Identify the major trade centers and land and sea trade routes in this period on a map.
- What were the most important animals, plants, microorganisms, or materials transferred during the Columbian Exchange? How did the transfer of horses and sheep to the Americas reshape society, cultures, and environments there? How did the transfer of potatoes and corn (maize) to Africa and Europe affect society, cultures, and environments there?
- What economic, social, and geographic factors made the Italian Renaissance possible?
- What were the causes of the Protestant Reformation? How did the Roman Catholic Church respond to the challenge of Protestantism? How did religious divisions shape interactions between individuals, groups, and countries in Europe between about 1500 and 1650?
- In what way was the Scientific Revolution revolutionary? To what extent did scientific developments during the 1500s and 1600s transform Europe and the world?
- Identify the key thinkers, ideas, and institutions associated with the Enlightenment and describe how Enlightenment ideas affected political and religious authorities in Europe and influenced the American, French, and Haitian Revolutions.

- Trace the outbreak, course, and conclusion of the Second World War, including the rise of authoritarianism following the First World War, the contributions and experiences of non-combatants, the nature of the Holocaust and other atrocities during the war, the deployment of nuclear weapons, and the influence of these events on the establishment of new international institutions and norms in the postwar period.
- What is the mission of the United Nations, and how successfully did it carry out that mission during the twentieth century?
- Explain how the Cold War shaped the economic and political development of newly independent countries across the world. How does the Cold War's influence on newly independent countries compare with its influence on already established countries in Latin America?
- Assess the successes and failures of the USSR, the short- and long-term causes for the fall of communism in Eastern Europe, and the demographic, economic, cultural, and political consequences of the decline of communism in Europe.
- Describe the origins and characteristics of apartheid in South Africa, the tactics and aims of its domestic and international opponents and supporters, and the causes and consequences of its end.
- Define economic and cultural globalization. What are the major technological, political, and economic factors that explain the acceleration of globalization following the Second World War (e.g., the Internet, the invention of intermodal shipping containers, free trade agreements, etc.)?

**B. Economics**

1. Understands fundamental economic concepts such as scarcity, supply and demand, producers and consumers, competition, opportunity cost, and the factors of production
2. Understands how people meet their wants and needs, the basic functions of money, the roles of banks, and the motives and consequences of personal financial decisions
3. Understands how decisions are made about the production, distribution, and consumption of goods in different economic systems (e.g., command, market, traditional) and the reasons why individuals and businesses specialize and engage in trade

**Discussion Questions: Economics**

- What is scarcity, and how does it force people to make choices?
- What is competition, and how does competition relate to the laws of supply and demand?
- What is interest, and how does the interest rate influence decisions about saving, earning, investing, spending, and borrowing?
- What are the costs and benefits of using credit (credit cards, loans) for purchases? Under what circumstances is it financially wise for individuals and businesses to borrow money?
- How do nongovernmental institutions, such as banks, corporations, and labor unions, affect the economy?
- What is the relationship between specialization, efficiency, and economies of scale?

- Why do nations trade, and under what circumstances do nations gain from international trade?
- What is the role of government in a free market economy?

## Social Studies Inquiry Skills

1. Knows the difference between compelling questions (e.g., those that are open-ended and are answered by constructing arguments and evaluating evidence) and supporting questions (e.g., those that are directly answered using content knowledge and facts, and can assist in answering compelling questions), the characteristics of effective compelling questions and supporting questions, and the roles these questions play in guiding inquiry
2. Knows the key disciplinary concepts, questions, tools, and types of evidence that can be used to answer compelling questions and supporting questions in social studies
3. Knows how to locate and evaluate reliable and relevant sources to help answer compelling questions and supporting questions (e.g., primary and secondary sources, data sets, maps)
4. Can draw conclusions based on evidence and disciplinary reasoning, and evaluate the soundness of such conclusions

**Discussion Questions: Inquiry Skills**

- Choose a social studies topic or learning objective that might be relevant to elementary grades. What questions would you ask to encourage students' curiosity about this topic?
- Think of a primary source (text, image, or artifact) that you might use in a social studies lesson. What compelling questions could this source be used to answer? What supporting questions could you ask to help students connect the source to the compelling questions?
- What are the main methods used by different disciplines in the social sciences (e.g., ethnography, participant-observation, interviews, surveys, field experiments, quantitative analysis, etc.)? What are some ways that elementary students can practice the skills involved in these methods?
- What are the main types of evidence used by different disciplines in the social sciences? How might you adapt evidence of different types to make it accessible to elementary students? What supporting questions can you ask to help students evaluate the usefulness and reliability of different types of evidence?

# Elementary Education Fundamentals: Social Studies (8004) Sample Questions

The sample questions that follow represent a number of the types of questions and topics that appear on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

**Directions:** Each of the questions or statements below is followed by suggested answers or completions. Select the one that is best in each case.

1. Which **TWO** of the following Native American peoples are indigenous to the area that is now the southeastern United States and are considered part of the larger Eastern Woodlands cultural group?

   (A) Cherokee

   (B) Hopi

   (C) Inupiat

   (D) Seminole

   (E) Wampanoag

2. Which of the following was a common characteristic of both Spanish and English colonies in North America?

   (A) An extension of religious freedom to settlers

   (B) An avoidance of Native American enslavement

   (C) An emphasis on creating agricultural economies

   (D) A focus on fur trading with local tribes

3. Which of the following was the final major battle of the American Revolution?

   (A) Battle of Bunker Hill

   (B) Battle of Saratoga

   (C) Battle of Yorktown

   (D) Battle of Trenton

4. Which of the following nineteenth-century reform movements in the United States most directly and systematically promoted woman suffrage as a way of achieving its goals?

   (A) Abolitionist movement

   (B) Labor movement

   (C) Prison reform movement

   (D) Temperance movement

5. Which of the following best describes the military service of African American men during the Second World War?

   (A) They served in the military, but they only held noncombat roles.

   (B) They served in the military, but they were assigned to segregated units.

   (C) They did not serve in the military, but they did work in domestic war industries.

   (D) They were not allowed to enlist in the military or work in domestic war industries.

6. A state enacts a law lowering the maximum speed limit on state highways. Which of the following principles in the United States Constitution allows the state to pass such a law?

   (A) Due process

   (B) Separation of powers

   (C) Reserved powers

   (D) Checks and balances

7. Which of the following best describes how a proposed amendment to the United States Constitution is ratified?

   (A) By a two-thirds vote in both houses of Congress

   (B) By a majority vote of the president's Cabinet

   (C) By all of the justices of the Supreme Court

   (D) By three-fourths of the state legislatures

8. Which **TWO** of the following best describe aims of the Americans with Disabilities Act (ADA)?

   (A) To provide cash assistance to people with disabilities

   (B) To ensure public places are accessible to people with disabilities

   (C) To prevent employment discrimination against people with disabilities

   (D) To define a fixed list of physical conditions that count as a disability

   (E) To require businesses to employ a certain percentage of people with disabilities

9. A third-grade teacher is planning an inquiry-based geography lesson on the concept of scale, utilizing the compelling question "How is our school part of a global community?" The teacher will guide the class in creating a map based on students' answers to a supporting question.

   Which of the following is a supporting question that will best meet the teacher's objective of helping students understand the connections between local and global conditions?

   (A) Where do the students in our classroom live?

   (B) Where do the foods in our breakfasts come from?

   (C) Where would you most like to travel for vacation?

   (D) Where is the most populous city in our state located?

10. Which of the following best describes the purpose of a physical map?

    (A) It depicts mountains, rivers, and lakes to help determine the landscape of a region.

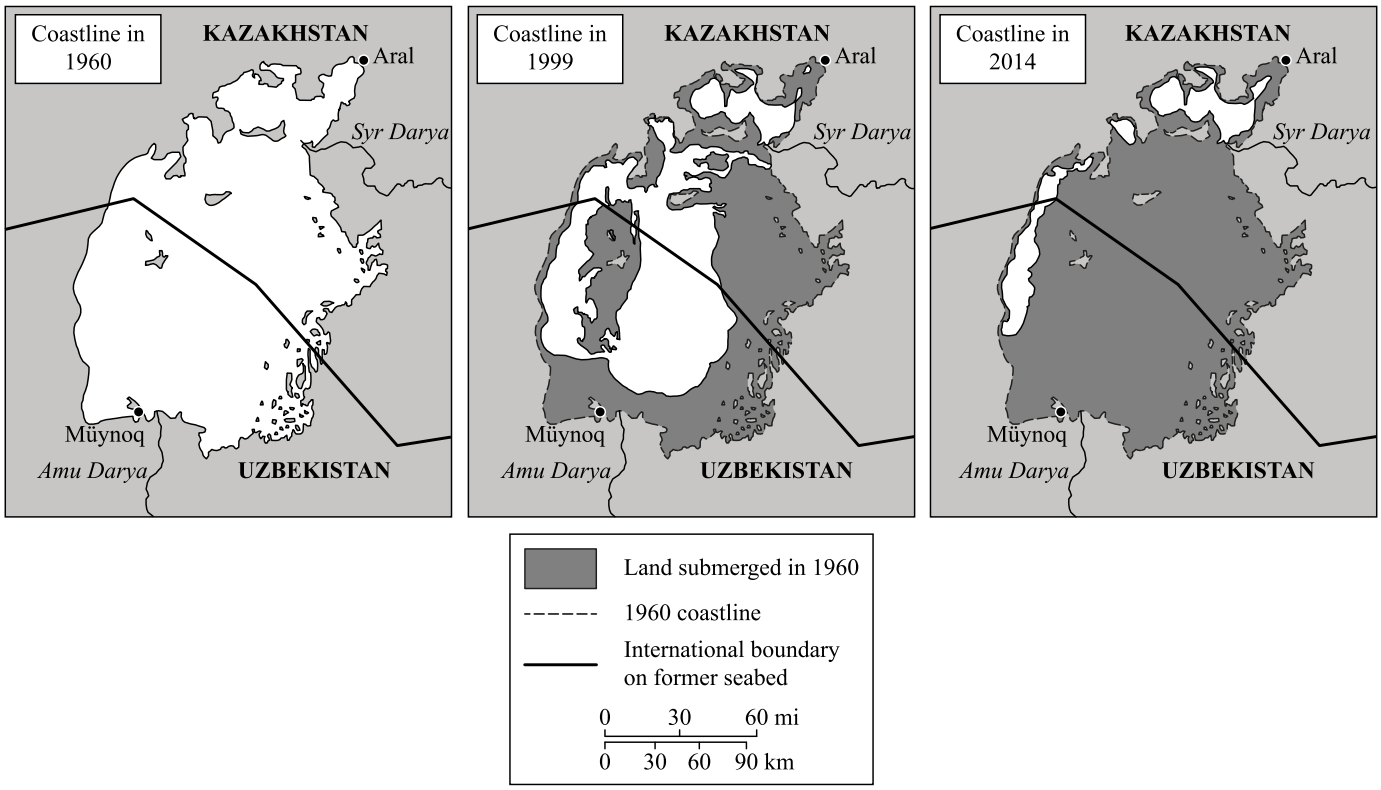
    (B) It outlines county borders and detailed districts to help clarify political divisions in a region.

    (C) It includes population statistics to help analyze demographic trends in a region.

    (D) It provides data on precipitation and air temperature to help classify the climate of a region.

**Use the maps of the Aral Sea, located in an arid region on the borders of Kazakhstan and Uzbekistan, to answer the question that follows.**

**The Aral Sea, 1960 to 2014**




11. Which of the following human activities is the most plausible explanation for the pattern of change displayed in the maps?

(A) Introduction of invasive aquatic plants through long-distance shipping

(B) Diversion of water from the Amu Darya and Syr Darya rivers for irrigation

(C) Destruction of native grasses by intensive pastoralism near the city of Aral

(D) Runoff of industrial waste from urban areas of Kazakhstan to rural Uzbekistan

12. Which of the following is true of languages classified within the same language family?

(A) They evolved from the same common ancestral language.

(B) They share the same vocabulary, grammar, and pronunciations.

(C) They are primarily spoken within a single continuous geographic area.

(D) They are written using the same alphabetic or pictographic writing system.

13. Every year Jordan sends handwritten holiday cards to friends, family, and new acquaintances to wish them a happy New Year. This year Jordan also decides to send a card to her friend Jameela, even though the two have not spoken for several months following an argument.

    In the scenario, the holiday card is serving which of the following social functions of gift giving?

    (A) Redistributing and circulating resources within a community
    (B) Marking a person's passage from one life stage to another
    (C) Creating and commemorating alliances between groups
    (D) Establishing and maintaining social bonds

14. Many communities in the United States hold public events, such as parades or fireworks displays, to celebrate Independence Day. Which of the following best describes how such events foster unity among citizens?

    (A) By encouraging individualism
    (B) By stimulating economic activity
    (C) By providing a collective experience
    (D) By reducing social inequalities

15. A teacher is designing an inquiry-based lesson on the Neolithic Revolution in ancient China, focused on the compelling question, Did the emergence of agriculture make life better for the average person? Which of the following sources will best provide evidence to help answer this question?

    (A) A map showing the location and date of construction of all the known sections of the Great Wall of China
    (B) Photographs of jade, bronze, and silk objects that were recovered from the tomb of a Chinese noblewoman who lived during the Han dynasty
    (C) Short excerpts from the Analects that document Confucius's teachings about the role of agriculture in ancient Chinese society
    (D) A table of archaeological data about the evidence of malnutrition found in skeletons from agricultural and nonagricultural communities in ancient China

16. Which of the following was a common feature of the built environment in several classical Mesoamerican civilizations?

(A) Straight, narrow courts, flanked by walls, where a ball game with ritual significance was played

(B) Large, colonnaded complexes featuring heated pools and exercise rooms, where bathing and socializing took place

(C) Tiered, rectangular clay-brick structures, without internal chambers, that served as a platform for a temple or shrine

(D) Single-story buildings stretching up to 300 feet long, covered in tree bark, that served as meeting places and residences

17. Which of the following best describes a factor that helped Venice become a major center of international trade between about 1200 and 1500 C.E.?

(A) Its location made it a hub of maritime trade between Europe and Asia.

(B) Its conquest by the Mongols integrated it into the Silk Road trade networks.

(C) Its rich volcanic soil made it the primary source of grain in Italy.

(D) Its control of crucial Alpine passes allowed it to collect substantial toll revenues.

18. Which of the following scenarios best illustrates entrepreneurship as a factor of production?

(A) A carpenter purchases materials and hires assistants for an upcoming job.

(B) An individual identifies a business opportunity and secures investor funding to start a company.

(C) A corporation provides training and tuition reimbursement for its workforce.

(D) A state agency issues the licenses and permits required to operate a business in its jurisdiction.

19. Sasha and Soraya, roommates who alternate cooking and dishwashing duties, discover that of the two, Sasha cooks faster while Soraya washes dishes more quickly. They eventually agree that each day Sasha will cook and Soraya will clean, giving them more free time.

    The scenario best illustrates which of the following economic ideas?

    (A) Technological change can improve productivity.

    (B) Competition can stimulate innovation.

    (C) Specialization can increase efficiency.

    (D) Scarcity can force people to make trade-offs.

## Answers

1. Options (A) and (D) are correct. The Alabama, Creek (or Muscogee), Cherokee, Chickasaw, Choctaw, and Seminole peoples all have their traditional homelands in the region east of the Mississippi River roughly between modern-day North Carolina and Florida, making them part of the larger Eastern Woodlands cultural region. Some of these groups now live in large numbers in Oklahoma because of the policy of forced relocation during the nineteenth century known as Indian Removal. Despite their cultural diversity, these groups have certain historically shared traits such as living in towns or large villages, growing corn and celebrating a harvest festival called the Green Corn Ceremony, tracing family through the maternal line, playing a stickball game, and using central plazas, platforms, or earthen mounds for ceremonial purposes.

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| Topic | I. United States History, Government and Citizenship |
| Subtopic | A. United States History |

2. Option (C) is correct. Both Spanish and English colonies placed a significant emphasis on creating agricultural economies. Although Spanish colonial agriculture was often focused on local consumption, the Spanish did establish large plantations that produced cash crops like sugar, cotton, and coffee. Similarly, the English developed agricultural economies centered around tobacco, rice, and indigo, particularly in the southern colonies. This agricultural focus was essential for sustaining the colonies and generating revenue through exports.

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| Topic | I. United States History, Government and Citizenship |
| Subtopic | A. United States History |

3. Option (C) is correct. In autumn of 1781, George Washington led the Continental Army from New York to attack the British forces under General Cornwallis at Yorktown, Virginia. Washington's army was accompanied by thousands of allied French troops, and French naval forces blocked the Chesapeake Bay to prevent reinforcements from reaching Cornwallis. Surrounded and outnumbered, Cornwallis surrendered to Washington on October 19. News of this defeat led the British government to begin peace negotiations, making Yorktown the decisive battle that ended the Revolutionary War.

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| Topic | I. United States History, Government and Citizenship |
| Subtopic | A. United States History |

4. Option (D) is correct. Women were key organizers of the movement to prevent the sale and consumption of alcohol, a substance that was blamed for many social problems that weighed heavily on women, such as domestic violence and poverty. Although temperance activity fit with nineteenth-century views about women's responsibility to protect morality and homelife, reformers had trouble convincing sufficient numbers of male voters to pass laws against alcohol. Many important suffrage activists first entered politics as temperance campaigners, and the temperance movement began to actively promote woman suffrage as a necessary step for promoting temperance during the late nineteenth century under the leadership of Frances Willard of the Woman's Christian Temperance Union.

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| Topic | I. United States History, Government and Citizenship |
| Subtopic | A. United States History |

5. Option (B) is correct. African American men served in the military during the Second World War under conditions of strict racial segregation. They were initially limited to support roles such as cooks, laborers, and drivers, but they began to be deployed as fighters in 1944. African American civilians worked in domestic war industries, where they also faced segregation and discrimination. Black leaders and groups protested these conditions, using the slogan "Double V" to call for victory over authoritarianism overseas and racism at home. Their work organizing against discrimination during the war helped lay groundwork for the desegregation of the military in 1948 and built momentum for increased civil rights activism in the postwar period.

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| Topic | I. United States History, Government and Citizenship |
| Subtopic | A. United States History |

6. Option (C) is correct. The principle of reserved powers, as outlined in the Tenth Amendment to the United States Constitution, allows states to enact laws on matters that are not specifically delegated to the federal government. Regulating traffic on state highways falls under this category, enabling the state to pass such laws independently.

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| Topic | I. United States History, Government and Citizenship |
| Subtopic | B. Government and Citizenship |

7. Option (D) is correct. A proposed amendment to the United States Constitution is ratified, making it officially valid, by approval from three-fourths of the state legislatures. This is specified in Article V of the Constitution.

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| Topic | I. United States History, Government and Citizenship |
| Subtopic | B. Government and Citizenship |

8. Options (B) and (C) are correct. The Americans with Disabilities Act (ADA) is a civil rights law related to disability. The law notably prohibits discrimination on the basis of real or perceived disability in hiring, firing, and promotions, and it requires that employers provide reasonable accommodations to allow employees with disabilities to do jobs that they are otherwise qualified for. A second requirement of the ADA is that public places, such as stores and theaters, transportation systems, and communication systems, must be accessible to individuals with physical impairments. The ADA led to the widespread adoption of accessibility measures such as ramps and curb cuts for wheelchair users, captioning for deaf or hard of hearing audiences, and many other accommodations to allow people with disabilities to engage in public life independently.

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| Topic | I. United States History, Government and Citizenship |
| Subtopic | B. Government and Citizenship |

9. Option (B) is correct. In inquiry-based learning, a compelling question is an open-ended, attention-grabbing question meant to spark curiosity, which can be answered by constructing arguments. A supporting question is a narrower question that is answered with facts and content knowledge. Supporting questions help focus inquiry and provide evidence to use in arguments that answer compelling questions. Many students will have breakfasts with at least some imported ingredients, such as bananas, chocolate, or sugar. Researching and mapping the origins of these foods will therefore allow students to appreciate how their daily life is connected to global processes of production and exchange.

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| Social Studies Inquiry Skill | 1. Knows the difference between compelling questions (e.g., those that are open-ended and are answered by constructing arguments and evaluating evidence) and supporting questions (e.g., those that are directly answered using content knowledge and facts, and can assist in answering compelling questions), the characteristics of effective compelling questions and supporting questions, and the roles these questions play in guiding inquiry |
| Topic | II. Geography, Anthropology, and Sociology |
| Subtopic | A. Geography |

10. Option (A) is correct. Physical maps show terrain features such as mountains, rivers, and lakes, which are crucial for understanding Earth's physical landscape and its implications for human settlement and activity.

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| Topic | II. Geography, Anthropology, and Sociology |
| Subtopic | A. Geography |

11. Option (B) is correct. The maps indicate that the Aral Sea dramatically shrank between 1960 and 2014, losing most of its volume and fragmenting into two small lakes separated by dry land. The most likely cause of this change is the diversion of the river water that would have flowed into the sea for other purposes, such as agricultural irrigation. In fact, excessive irrigation for cotton agriculture was the cause of the Aral Sea's near disappearance by 2014.

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| Topic | II. Geography, Anthropology, and Sociology |
| Subtopic | A. Geography |

12. Option (A) is correct. Languages within the same language family evolved from a common ancestral language, which connects them through shared origins and historical development. Linguists determine that languages belong to the same family by analyzing similarities in vocabulary, grammar, and phonetic patterns, which indicate a shared historical background.

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| Topic | II. Geography, Anthropology, and Sociology |
| Subtopic | B. Anthropology and Sociology |

13. Option (D) is correct. The holiday card serves to reestablish communication and strengthen the relationship between Jordan and Jameela after a period of estrangement. By sending the card, Jordan helps to mend their social bond.

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| Topic | II. Geography, Anthropology, and Sociology |
| Subtopic | B. Anthropology and Sociology |

14. Option (C) is correct. The national holiday of Independence Day is observed in local celebrations that typically feature the same symbols of national identity (such as the United States flag and patriotic songs) and similar communal activities (such as parades and fireworks displays). These local celebrations therefore serve to bring people together on the local level, while also giving many people across the country a shared experience of Independence Day traditions. In this way, local celebrations foster a shared sense of identity and unity within the nation as a whole.

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| Topic | II. Geography, Anthropology, and Sociology |
| Subtopic | B. Anthropology and Sociology |

15. Option (D) is correct. The availability and nutritional quality of food is an aspect of daily life that was directly affected by the Neolithic Revolution, and comparing the rates of malnutrition in agricultural and nonagricultural communities will help students assess one major way that the Neolithic Revolution affected the health and lives of ordinary people in ancient China.

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| Social Studies Inquiry Skill | 3. Knows how to locate and evaluate reliable and relevant sources to help answer compelling questions and supporting questions (e.g., primary and secondary sources, data sets, maps) |
| Topic | III. World History and Economics |
| Subtopic | A. World History |

16. Option (A) is correct. The remains of hundreds of ball courts have been found in archaeological sites belonging to different cultures and eras across ancient Mesoamerica, and many surviving artworks depict the ball game being played. The court is usually found near temples, and the game clearly had religious and political significance. The exact rules of the game are not known, but it was a team sport that involved using the hips or arms to hit a rubber ball back and forth. A version of the game is still played today.

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| Topic | III. World History and Economics |
| Subtopic | A. World History |

17. Option (A) is correct. Venice is located in northeastern Italy along the Adriatic Sea. Its geographic advantages included a sheltered harbor, connections to major European river ways, and easy maritime access to Egypt and Constantinople, the end of the overland Silk Road. Along with its strong navy and cultural ties to the Byzantine Empire, Venice's location allowed the city to become both a cultural gateway and a powerful intermediary in the trade of luxuries between Europe, North Africa, and Asia.

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| Topic | III. World History and Economics |
| Subtopic | A. World History |

18. Option (B) is correct. Entrepreneurship describes taking the initiative to start new ventures or improve existing ones, including by bringing together other factors of production and financial capital. A person identifying a potential business opportunity and securing funding to start a new company is an example of entrepreneurship.

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| Topic | III. World History and Economics |
| Subtopic | B. Economics |

19. Option (C) is correct. Soraya and Sasha both decide to specialize—that is, to focus on the chore that each one does best. This specialization allows them to do the same amount of cooking and cleaning in a shorter time, which is an example of specialization leading to greater efficiency.

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| Topic | III. World History and Economics |
| Subtopic | B. Economics |

# Understanding Question Types

The Praxis assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by selecting a sentence in a text or by selecting part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from seeing them on other standardized tests you have taken. If not, familiarize yourself with them so that you won't have to spend time during the test figuring out how to answer them.

## Understanding Selected-Response and Numeric-Entry Questions

For most questions you will respond by selecting an oval to choose a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by doing the following.

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.
- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text, or graphic.
- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions.

## Understanding Constructed-Response Questions

Some tests include constructed-response questions, which require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essay questions and short-answer questions are types of questions that call for a constructed response.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. For such questions, you must support your position with specific reasons and examples from your own experience, observations, or reading.

Following are a few sample essay topics to review:

- *Brown* v. *Board of Education of Topeka*

  "We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does."

  A. What legal doctrine or principle, established in *Plessy* v. *Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
  B. What was the rationale given by the justices for their 1954 ruling?

- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*

  - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
  - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.

- *"Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people who need a job."*

  - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

Keep the following things in mind when you respond to a constructed-response question.

1. **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
2. **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
3. **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
4. **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and should not be filled with unnecessary information.
5. **Take notes on scratch paper so that you don't miss any details.** Then you'll be sure to have all the information you need to answer the question.
6. **Reread your response.** Check that you have written what you intended to write. Do not leave sentences unfinished or omit clarifying information.

# General Assistance For The Test

## Praxis Interactive Practice Test

This full-length Praxis practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test.

- Timed just like the real test
- Correct answers with detailed explanations
- Practice test results for each content category

ETS provides a free interactive practice test with each test registration. You can learn more here.

## Doing Your Best

### Strategy and Success Tips

Effective Praxis test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Learn from the experts. Get practical tips to help you navigate your Praxis test and make the best use of your time. Learn more at Strategy and Tips for Taking a Praxis Test.

### Develop Your Study Plan

Planning your study time is important to help ensure that you review all content areas covered on the test. View a sample plan and learn how to create your own. Learn more at Develop a Study Plan.

## Helpful Links

Ready to Register – How to register and the information you need to know to do so.

Disability Accommodations – Testing accommodations are available for test takers who meet ETS requirements.

PLNE Accommodations (ESL) – If English is not your primary language, you may be eligible for extended testing time.

What To Expect on Test Day – Knowing what to expect on test day can make you feel more at ease.

Getting Your Scores – Find out where and when you will receive your test scores.

State Requirements – Learn which tests your state requires you to take.

Other Praxis Tests – Learn about other Praxis tests and how to prepare for them.



Visit our website to find test prep resources and preparation materials to build confidence for test day:

**https://praxis.ets.org**

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