



The *PRAXIS*[®] Study Companion

Social Studies (5581)



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Table of Contents

Social Studies (5581)	3
Test at a Glance	3
About The Test	4
Content Topics	5
Discussion Questions.....	5
Social Studies (5581)	25
Sample Questions.....	25
Answers	39
Understanding Question Types.....	45
Understanding Selected-Response and Numeric-Entry Questions	45
Understanding Constructed-Response Questions	46
General Assistance For The Test	48
Praxis® Interactive Practice Test	48
Doing Your Best	48
Helpful Links	48

Social Studies (5581)

Test at a Glance

The *Praxis*® Social Studies test is designed to measure knowledge and competencies that are important for safe and effective beginning practice as a social studies teacher.

Test Name	Social Studies		
Test Code	5581		
Time	150 minutes		
Number of Questions	140		
Format	Selected-response		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. United States History	40	29%
	II. World History	31	22%
	III. Geography	19	13%
	IV. Civics	32	23%
	V. Economics	18	13%
	<i>Approximately 10-15% of the questions integrate Social Studies skills</i>		

About The Test

The Social Studies test is designed to determine whether an examinee has the knowledge and skills necessary for a beginning teacher of social studies in a secondary school. The test is aligned with the National Standards for Social Studies Teachers and the National Curriculum Standards for Social Studies, developed by the National Council for the Social Studies (NCSS). The development of the test was also informed by various other disciplinary standards, including the College, Career, and Civic Life (C3) Framework for Social Studies States Standards (National Council for the Social Studies, 2013), the National Standards for History (National Center for History in the Schools, 1996), the National Geography Standards (National Council for Geography Education, 2012), and the Voluntary National Content Standards for Economics (Council for Economic Education, 2010). The test requires the examinee to understand and apply social studies knowledge, concepts, methodologies, and skills across the fields of United States history, world history, government and civics, geography, and economics.

A number of the questions are interdisciplinary, reflecting the complex relationships among the social studies fields. Answering the questions correctly requires knowing, interpreting, and integrating history and social science facts and concepts. Some of the 140 equally weighted selected-response questions are based on interpreting material such as written passages, maps, charts, graphs, tables, cartoons, diagrams, and photographs. Between 10 and 15 percent of the questions contain content assessing social studies thinking skills. A full list of the topics and social studies thinking skills is provided in the Content Topics section.

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.

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 the list is not exhaustive.

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

A. United States History to 1877

1. Understands Native American peoples, the regions they inhabited, and their cultures prior to European contact and colonization
2. Understands how and why European colonies in North America were founded, how they were different from one another, and how conflict and cooperation between European, African, and Native American peoples shaped the development of North America during the colonial period
3. Understands how the economic, social, and cultural effects of slavery affected European and African lives in North America
4. Understands the causes and significant events of the American Revolution and its impact on the economy, politics, culture, and society of the early United States, including the roles of various groups during the American Revolution (e.g., men, women, African Americans, Native Americans, and foreign allies)
5. Understands the contexts that led to the writing and adoption of the United States Constitution and other founding documents
6. Understands the principles of the United States Constitution and Bill of Rights and their impact on the early political development of the United States

7. Understands the causes and consequences of early industrialization in the United States and the economic, social, cultural, political, and religious developments prior to the Civil War
 8. Understands issues related to United States foreign policy and western expansion in the period 1797 to 1861, such as the Monroe Doctrine and Manifest Destiny, and the effects these issues had on Native American peoples, immigrants, and the United States government
 9. Understands the causes and consequences of nineteenth-century sectionalism regarding political, economic, and social differences surrounding the issue of slavery and the Civil War
 10. Understands the major events, successes, and failures of Reconstruction and the post-Reconstruction era in the United States, including the constitutional amendments and how individuals, groups, and governments erected barriers against African American rights and equality.
2. Understands concepts of industrialization, urbanization, and immigration and the relationships among them in the late nineteenth and early twentieth centuries
 3. Understands the regional developments in the United States during the late nineteenth and early twentieth centuries, including Jim Crow laws, migration patterns, Populism, and Native American policies
 4. Understands the economic and political causes and effects of the Gilded Age, the goals and accomplishments of reformers and resisters of the Progressive Era, and contemporary social issues concerning labor, gender, race, and poverty
 5. Understands the causes and effects of the Great Depression and how the policies and programs of the New Deal affected the United States and the federal government
 6. Understands the causes of United States participation in the First and Second World Wars and the impact of the wars at home and abroad, including the contributions of women, African Americans, and other groups

B. United States History from 1877 to the Present

1. Understands the characteristics and effects of United States territorial imperialism in the late nineteenth and early twentieth centuries

7. Understands the causes and effects of Cold War developments on foreign and domestic policy, including the Korean War, Vietnam War, McCarthyism, containment, and the nuclear arms race
8. Understands the major causes of civil rights and social movements concerning African Americans, Hispanics, women, Native Americans, and LGBTQ+ and how the impacts of these movements affected policy, society, and the law

Discussion Questions: United States History

- Make your own time line of United States history, starting with space for each century: 1400s, 1500s, 1600s, etc. (recognizing, of course, that Native Americans lived on the continent for thousands of years before). Put the events listed in the study topics on your time line in the correct century, then trace and describe in your own words important trends and turning points in cultural, intellectual, social, economic, political, and diplomatic history.

Some themes to consider when building your time line:

– **Migration, both internal and international:** patterns and effects; laws and policy; push and pull factors; conflict and cooperation between established and arriving groups

– **Technology, major developments and their effects:** transportation and communication infrastructure; changes to production and consumption; cultural responses and effects on daily life

– **Business, labor, and working life:** major changes in business organization (e.g., incorporation); patterns of free and coerced labor (e.g., *encomienda*, indentured servitude, enslavement); distribution of labor force in various sectors; methods and aims of labor movements; key legal decisions and legislation concerning labor relations

– **Urbanization, patterns and effects:** differences between and interactions among rural, urban, and suburban areas; economic functions of cities; cultural changes and anxieties related to city life

– **Environment:** limitations and opportunities; changing uses of natural resources; changing attitudes about nature and conservation

– **Gender roles and family life:** continuity and change over time; demographic patterns; division of labor; cultural norms related to life cycle stages (e.g., marriage, care of children and the elderly)

– **Religions:** dominant religions; conflicts with each other and with government; influence on society and politics

- **Foreign relations:** major treaties and alliances; changing relations with major powers in western Europe, East Asia and the Pacific, South America, and the Caribbean; the emergence of the United States as a world leader in the areas of military power, industry, finance, and politics; popular debates and attitudes about foreign intervention
- Describe the political, economic, social, and cultural life of Native American peoples before the settlement of European peoples, including migration and settlement patterns and the influence of geographic and environmental factors.
- Explain interactions among European settlers, Native American groups, and enslaved and free African Americans during the colonial period.
- What were the economic, political, and religious motives for European colonization of North America?
- Compare and contrast the Spanish, French, and English colonies in North America, considering the influence of regional geographic and environmental factors in their respective developments.
- Describe the principles included in the Declaration of Independence, the Articles of Confederation, the United States Constitution, and the Bill of Rights, and how these documents affected the development of the United States.
- Explain the impact of major debates, compromises, and questions raised by the United States Constitution, such as the Great Compromise, the Three-Fifths Compromise, and the Federalist and Anti-Federalist arguments.
- Trace changes in the prevalence, legal status, and economic significance of enslaved labor and the traffic of enslaved people in the Northeast, Mid-Atlantic, South, and West after United States independence.
- Explain the political and economic causes and outcomes of the War of 1812.
- Describe the causes, characteristics, and consequences of the market revolution. What roles were played by federal and state governments, entrepreneurs and inventors, free and enslaved laborers, and consumers in these developments?
- What was the influence of Jacksonian Democracy on the society, political climate, and economy of the United States?
- How did women participate in political and public life in the period before woman suffrage?
- Describe the ideology of Manifest Destiny and the environmental, economic, social, and political causes and effects related to the expansion of the United States.
- What were the long-term trends or developments that contributed to the growth of sectionalism? Which government leaders, events, and compromises were most important in the growth of sectionalism?
- Describe the successes and failures of attempts to solve regional political differences.

- Assess the policies and outcomes of Reconstruction and the short- and long-term impacts on the Federal government, Southern society and economy, and African American individuals and communities.
- Compare and contrast the aims, ideologies, methods, and outcomes of major labor and social reform movements in the periods from around 1820–1877 and 1877–1939. (Groups to consider include the abolitionists, prison and asylum reformers, the temperance movement, the woman suffrage movement, settlement house movement, Populists, Progressives, the American Federation of the Labor, the Congress of Industrial Organizations, and the Industrial Workers of the World.)
- Trace developments in United States federal policy towards Native American peoples from the country's founding to the present day. How did Native American leaders and movements respond, adapt, and contribute to these developments?
- Trace developments in the diplomatic, military, and economic relationships between the United States and Mexico from the mid-19th century to the early 21st century. How did these developments affect lives in different communities in the United States, including immigrants and citizens of Mexican descent?
- Compare and contrast the causes, characteristics, and outcomes of the First and Second Industrial Revolutions.
- Explain the causes and effects of the rise of mass production, mass media, mass culture, and mass politics in the United States.
- Describe the ideology of Social Darwinism and its influence on politics, economics, foreign policy, and culture in the late 19th and early 20th centuries.
- Compare and contrast United States imperialist policies in the Western Hemisphere, including the Caribbean and Central America, and the Eastern Hemisphere, including China and Japan, during the late nineteenth and early twentieth centuries.
- What were the major domestic and international causes of the Great Depression?
- What policies and programs were implemented to address the Great Depression, which groups were included in or excluded from different programs, 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?
- Describe the contributions of women, African Americans, Native Americans, and other groups to the war efforts, and explain how the wars affected their lives.
- Trace the development of foreign policy during the Cold War, including key military and diplomatic events.

- Assess the influence of the Cold War, the Second Red Scare, and Cold War–related conflicts, such as the Korean and Vietnam Wars, on domestic politics and culture in the United States between 1945 and 1990.
- Compare and contrast the political rhetoric and major policy initiatives of the Kennedy, Johnson, Nixon, and Carter administrations (e.g., Great Society, the War on Poverty, the silent majority, “law and order”)
- Describe the major events, causes, and effects of movements for civil rights in the United States since the mid-twentieth century, including those of African Americans, Hispanics, women, Native Americans, and LGBTQ+ people. What are some lasting outcomes of legislation and judicial decisions related to these movements?
- Define the sexual revolution and describe its effects on United States culture and society.
- Compare and contrast the goals, methods, and outcomes of first wave and second wave feminism. What short-term and long-term influence did these changes have on American society and politics?
- Trace the development of conservative movements and politics following the Second World War, including the rise of the New Right and the Reagan Revolution. What are some continuities and differences between these movements and earlier eras of United States conservatism?
- How did the collapse of the Soviet Union influence United States domestic politics and foreign policy during the 1990s?
- Identify the major causes of globalization, including international economic institutions and agreements (e.g., the International Monetary Fund, the North American Free Trade Agreement [NAFTA]) and technological developments (e.g., microprocessors, intermodal shipping containers, the Internet). How did globalization influence life among diverse groups and in different regions of the United States?
- Describe the political, diplomatic, and military response to the 9/11 attacks. How did these events contribute to transformations in United States culture and society?

II. World History

A. World History to 1750 C.E.

1. Understands the formation, main characteristics, and interactions of early and classical civilizations from 4,000 B.C.E. to 500 C.E., including Greece, Rome, Persia, India, China, African kingdoms, and Mesoamerica.
2. Understands the causes and consequences of expansion, interaction, and collapse among civilizations in Asia and Islamic empires in the period 300 to 1400 C.E.
3. Understands the major causes and effects of growing global interactions, trade, exploration, religion, and colonization in the period 1200 to 1750 C.E.

4. Understands the origins, major figures, and lasting social and cultural effects of the Renaissance, Reformation, Scientific Revolution, and Enlightenment in and beyond Europe in the period 1400 to 1750 C.E.
7. Understands the causes and effects of conflicts, interventions, and terrorism during the late twentieth and early twenty-first centuries

B. World History from 1750 C.E. to the Present

1. Knows the major causes and consequences of revolutions, nationalism, imperialism, and social reform in the period 1750 to 1914 C.E.
 2. Knows the major ideological, economic, and political causes and consequences of the First and Second World Wars in the period 1914 to 1945 C.E.
 3. Knows the causes, consequences, and intersections of the rise of totalitarian states, political and social rights movements, and capitalism in the period 1900 to 1945 C.E.
 4. Knows the major ideological, economic, and political causes and consequences of Cold War-era conflicts, alliances, decolonization, and globalization in the period 1945 to 1990 C.E.
 5. Understands the causes and effects of the collapse of the Soviet Union and the development of international alliances
 6. Understands the causes and effects of global economic and technological developments in the late twentieth and early twenty-first centuries
- Discussion Questions: World History**
- Work with a globe or world map as you study and review world history. It would be especially useful to use a historical atlas so that you can see a place or region in its historical context. In addition, recent world history textbooks have many excellent maps. Find regions and places you are studying on the globe, and make sure you understand the locations, movements, and relationships among the many societies you are reviewing.
 - Think carefully about the periods into which this history is divided. You will probably find alternative schemes—that is, different names and year spans—in the materials you use for review. Why do historians divide history into periods? Do they agree on the names and dates of certain periods more than others? What do the periods say about historical interpretation? How do periods relate to long-term trends?
 - Describe the evidence and major theories about the routes and timing of early human migrations across the globe (e.g., the Austronesian migrations; the Bering land route versus the coastal migration hypothesis).
 - Describe how the Neolithic Revolution transformed human society and identify the major agricultural hearths and patterns of diffusion from them.

- Identify early centers of civilization in Africa, Asia, Europe, and the Americas; what geographic and technological factors explain their development?
- Compare and contrast the social, cultural, economic, and political developments of ancient or classical societies in the following regions and assess the role of geographic factors and of trade and intercultural exchange—both within and between regions—in these developments.
 - The Mediterranean, North Africa, and West Asia (e.g., Egypt, Mesopotamia, the Phoenicians, Persia, Aksum, Greece and Rome), including the spread of Hellenistic culture and the role of monotheistic religions such as Judaism, Christianity, and Zoroastrianism
 - South Asia (e.g., the Indus valley civilization, Vedic society), including the origins of Hinduism, Buddhism, and caste systems
 - East Asia (e.g., Zhou and Han China), including the origins of Confucian thought
- 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.
- Trace the origins and spread of Islam and the emergence of Islamic civilization between about 600 C.E. and 1400 C.E., including the diversification of Islam (e.g., Sunni and Shi'a, influences outside the Arab world), major dynasties (e.g., Umayyad, Abbasid), and patterns of cross-cultural interaction and daily life.
- Trace the development of regional powers and trade networks across the globe between about 600 C.E. and 1400 C.E., identifying the environmental, cultural, technological, and economic factors contributing to these developments. Areas to consider include but are not limited to:
 - North America/Mesoamerica (e.g., Maya, Mississippians, Ancestral Puebloan)
 - Indian Ocean (e.g., Swahili coast, Calicut, Melaka)
 - Western Africa and trans-Saharan trade zone (e.g., Ghana, Mali)
 - Silk Roads (e.g., Byzantium, Sogdians, and Turks)
- Describe the causes, characteristics, and effects of the Mongol conquests, including the periods of Mongol rule in China.
- Describe the short- and long-term demographic, economic, social, and cultural consequences of the Black Death across Afro-Eurasia, especially in Western Europe.

- 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?
- Explain the emergence of a global trade system from around 1450 to 1750 C.E., paying attention to the role of key commodities such as silver, spices, and sugar, and the interactions between governments and traders (e.g., the Dutch East India Company, the *cohong*). Identify the major trade centers and land and sea trade routes in this period on a map.
- Compare and contrast the political, economic, cultural, and social developments in the world's major land-based and sea-based empires from around 1450 to 1750 C.E. (e.g., Spanish and Hapsburg, the Ottomans, Ming and Qing China, Mughal India, Safavid Persia, Russia, Tokugawa Japan), considering the role of geographic factors, trade, technology, and intercultural exchange in these developments.
- Compare and contrast the characteristics and cultural, demographic, and economic effects of the Atlantic, trans-Saharan, and East African slave trade systems.
- Describe the social and cultural changes in Europe from the Renaissance to the Age of Enlightenment (e.g., the Reformation, the Scientific Revolution) and assess the global influences on and global impact of these changes.
- Identify the key thinkers, ideas, and institutions associated with the Enlightenment and describe how Enlightenment ideas influenced the American, French, and Haitian Revolutions.
- Describe the onset of the first Industrial Revolution, the conditions that led to its emergence and spread, and its effects on global society.
- Describe the causes, significant events, and effects of major political revolutions and independence movements in the late eighteenth and early nineteenth centuries (e.g., the American Revolution, the French Revolution, revolutions in Latin America).
- How did the Napoleonic Wars (1803-1815) change culture, diplomacy, and political systems and boundaries both in and outside of Europe?
- Define nationalism and describe the major causes and consequences of the growth of nationalism in and outside Western Europe during the nineteenth century. How did leaders attempt to build or consolidate nation-states in both long-established and newly emerging countries (e.g., United Kingdom, Germany, Italy, United States, Mexico, Egypt, the Ottoman Empire, Meiji Japan) during this time?

- Describe the development, key trends and events, and features of European imperialism from around 1815 to 1939, assessing the degree of continuity with earlier forms of imperialism; similarities and differences between the motives, methods, and outcomes of different countries' attempts at imperial expansion; and the environmental, economic, demographic, and sociocultural effects on both imperialist and imperialized countries.
- Explain the causes and consequences of the Sepoy Rebellion of 1857; how did the colonial government of the Raj period resemble and differ from that of the British East India Company?
- To what extent can the treatment of independent Latin American countries by European powers and the United States during the late 19th and early 20th centuries be described as imperialist?
- Use a map to trace the global flows of migration and major commodities (e.g., raw cotton and cotton textiles, rubber, coal, oil) from around 1870 to 1939. What geographic, political, economic, technological, and social factors explain the direction of these movements?
- Describe major patterns in how governments, movements, and individuals responded to the challenges posed by European imperialism in Africa, Asia, and the Pacific.
- Describe the interconnections between late nineteenth century trends such as urbanization, industrialization, migration, capitalism, imperialism, and the rise of mass culture and mass politics. How did these developments challenge existing social relationships (e.g., between classes, genders, and age groups) in different societies, and what are some common patterns of cultural responses to these challenges?
- Explain the emergence of totalitarian movements and governments after the First World War, paying particular attention to the role of trends and patterns mentioned in the previous question.
- Compare and contrast the causes, development, and outcomes of the Russian, Mexican, and Chinese revolutions, and the establishment of Türkiye.
- Compare, contrast, and explain how the Great Depression affected economies, societies, and governments worldwide (e.g., South America, Western Europe).
- Trace the outbreak, course, and conclusion of the Second World War, including the contributions and experiences of non-combatants, the nature of the Holocaust and other atrocities during the war, and the influence of these events on the establishment of new international institutions and norms in the postwar period.

- Compare and contrast the development, leadership, methods, and outcomes of anticolonial/independence movements from the late nineteenth to mid-twentieth centuries, including the role of diaspora communities, being sure to consider examples from diverse regions and representing different colonial powers (e.g., India, Ireland, Vietnam, Israel/Palestine, Indonesia, Algeria, Congo).
- What factors account for the differing degrees of violence involved in decolonization from place to place?
- Explain the origins and trace the development of the Cold War, including major events, leaders, alliances, conflicts, and treaties.
- Define the Third World movement and the Non-Aligned Movement and explain how the Cold War shaped the economic and political development of newly independent countries across the world and 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 its relationship to other conflicts in southern Africa (e.g., in Rhodesia/Zimbabwe, Angola).
- Define economic globalization and describe its development since the end of the Second World War, including its major technological and economic causes, significant associated treaties and institutions (e.g., Bretton Woods, International Monetary Fund), and the arguments and methods of its critics and opponents.
- Define neoliberalism and the economic policies, politicians and thinkers associated with it; compare and contrast the features and outcomes of neoliberal ideas and policies with those associated with Keynesianism and the welfare state.
- Explain the development and consequences of major conflicts and humanitarian crises in the late twentieth century (e.g., in Central Africa, the Balkans, and the Middle East), and assess the outcomes of attempts by the international community to intervene in these conflicts.
- Describe the emergence of a global culture in the late twentieth century and its major elements and consequences.
- Identify, explain, and compare/contrast the major changes associated with the “third wave” of democratization in the late twentieth century, including in Europe, Southeast Asia, Latin America, and southern Africa.
- Trace the development of conservation and environmental movements across the world, and assess the major efforts by entrepreneurs, activists, and governments to address environmental problems since the mid-twentieth century.

III. Geography

A. Geographic Literacy and Human Environment Interaction

1. Understands map types and projections and their uses
2. Understands concepts of regions, absolute and relative location, characteristics of place, and scale
3. Understands the uses of, and information from, data sources (e.g., Census Bureau), geographic tools (e.g., GIS, GPS, and other digital tools), and geospatial technologies (e.g., aerial photographs, satellite images) to determine patterns
4. Understands the short-term and long-term effects of human activities on physical systems
5. Understands how the Earth's physical features, patterns, and systems influence human decisions about settlement, movement, agriculture, and industry

B. Human Geography

1. Knows how to recognize, interpret, and draw inferences from spatial and demographic patterns (e.g., population density, literacy rates, infant mortality) presented at different scales from local to global
2. Understands how culture defines, influences, and changes the characteristics and perspectives of people, places, and regions over time

3. Understands the types and patterns of migration and their causes, effects, and scale
4. Understands factors that affect and are used to measure human development, including standard of living, access to education, and access to health care
5. Understands the geographic impacts of economic development, industrialization, and globalization
6. Understands the characteristics that define a contemporary state and the various forces that influence and contribute to cooperation and conflict

Discussion Questions: Geography

- What are the strengths, limitations, and major uses of different map types and map projections?
- What information about landmarks can absolute and relative locations provide, and how are these locations determined?
- What are the different types of regions (e.g., formal, vernacular, nodal, functional), and what are some 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 weather and climate? What are the major factors that influence weather?
- How does each of the following factors influence climate: latitude, ocean currents, winds, mountains, elevation, proximity to water?
- Describe Earth's major systems (e.g., climate) and processes (e.g., the carbon cycle, the water cycle) and how these influence human decisions and activities.
- What are the causes and effects of natural weather occurrences (e.g., tornadoes, hurricanes), and where are they most likely to take place?
- What is an ecosystem, and why is an understanding of ecosystems important?
- What are the uses of geographic information systems (GIS)?
- How are geographic tools (e.g., GPS, GIS) used to solve problems or determine causes and outcomes?
- Be able to read and interpret population pyramids.
- Be able to recognize demographic and population data trends, describe their causes and effects, and predict the future needs of populations based on data trends.
- Describe the demographic transition model and assess the relationship between demographic trends in a country and the roles that country plays in the global economy.
- Define and explain the relationships among key terms related to migration (e.g., chain migration, push and pull factors, forced migration), explain major patterns and historical trends in migration, and assess the cultural, economic, and demographic effects of migration on both sending and receiving countries.
- Know what regions of the United States grew more rapidly in population and development than others in the twentieth and twenty-first centuries and why.
- What are the major trends in ethnic composition of the United States population in the twentieth and twenty-first centuries?
- How have major human alterations of the landscape, such as the Panama and Suez Canals, affected economic, political, and cultural history?
- Name some changes that occurred in the twentieth century in the use, distribution, and importance of natural resources.
- Describe technologies that have contributed to global culture and interconnectedness.
- Know and explain the relationships among key terms related to urban settlement and land use (e.g., central business district, gentrification, edge city), and describe the technological, economic, and cultural factors that have contributed to increasing urbanization since the eighteenth century.

- Know and explain the relationships among key concepts related to rural settlement and land use (e.g., compact, linear, and dispersed settlements, subsistence versus commercial agriculture).
- Describe the causes and consequences of the Green Revolution, including both positive and negative outcomes.
- Define the concept of culture and understand the key terms (e.g., norms, values, language), theories (e.g., functionalism, conflict theory), and methods (e.g., ethnography) used to analyze cultures.
- Know the key terms used to discuss cultural diversity (e.g., ethnocentrism, global culture, folk and popular culture, subcultures, countercultures).
- Identify the major institutions found across societies (e.g., family, religion, educational systems, economic systems, political systems), and describe patterns and trends in the forms these institutions have taken across time, space, and population groups.
- Define cultural landscape; what are some major examples of how economic activities such as agriculture, mineral extraction, manufacturing, and tourism have reshaped landscapes?
- Describe and explain the global distribution of major world religions; how does religion contribute to the cultural landscape and sense of place?
- Describe and explain the global distribution of languages and language families; what are some ways in which geographers classify languages (e.g., creole, lingua franca) and explain linguistic change?
- Define and explain the relationships among key terms used to analyze political geography (e.g., state, nation, territory, sovereignty); what are some historical and contemporary examples of nation-states, stateless nations, multinational states, international organizations, and supranational organizations?
- What are some factors that tend to increase unity and stability within a country? What factors tend to increase conflict and instability within a country? Are these the same as the factors that promote cooperation versus conflict between countries?

IV. Civics

A. Fundamental Principles and Practice of Government

1. Understands the forms, functions, and purposes of government
2. Understands the fundamental principles of American constitutional democracy, including government power, federalism, separation of power, checks and balances, individual liberties, civil rights and civil liberties, separation of church and state, and popular sovereignty

B. United States Government

1. Is familiar with the development and interpretation of founding documents that influenced the Constitution, such as the Articles of Confederation and the Declaration of Independence
2. Understands major concepts of the United States Constitution, the outcomes of the Constitutional Convention, and the goals of the preamble, the Bill of Rights, and the subsequent amendments
3. Understands the major events and landmark Supreme Court cases that shaped the interpretation of the Constitution, including those concerning federalism and judicial review
4. Understands the structure and function of the United States government, including the electoral and legislative processes and the influence of economics and money in political processes

C. Participation and Citizenship

1. Understands the rights and responsibilities of citizens and the development and political impact of civil rights and civil liberties in the United States
2. Understands how groups and individuals influenced and enacted change through direct and collective action

3. Understands conflict and cooperation among citizens, institutions, and groups to elevate and take action on issues in the democratic process
4. Understands the ideologies, political cultures, structures, institutions, and processes of political systems in foreign democratic and nondemocratic societies

Discussion Questions: Civics

- Explain the main ideas of political theorists and their contributions to the development of forms of government and their institutions (e.g., Locke, Hobbes, Montesquieu).
- Define the key terms used to describe political ideology (e.g., liberal, conservative, libertarian, democratic socialist), and explain any major differences in how these terms are used in the context of United States politics versus internationally.
- Describe the key elements of the Constitution and its amendments (e.g., impeachment process, due process clause), explain the context and reasons for their inclusion in the Constitution, and trace their interpretation and impacts over time.
- Describe the constitutional interpretations in landmark Supreme Court cases (e.g., *Marbury v. Madison*, *McCulloch v. Maryland*, *Brown v. Board of Education of Topeka*, *Miranda v. Arizona*).
- What were the effects of bicameralism on the exercise of legislative power?

- What are the major functional differences between the two chambers of Congress?
- Describe the extent of presidential powers and changes to the office of the presidency over time.
- What is the process by which a bill becomes a law?
- What is the role of money in the legislative process?
- What are the distinct roles and functions of the House of Representatives, the Senate, and their individual committees?
- What are the regulatory functions of government agencies and independent regulatory commissions?
- Describe interactions and relationships between local, state, and federal governments.
- Know key terms related to government budgets and spending (e.g., mandatory versus discretionary, deficit, sequestration), the major categories of federal spending, and the main changes in government spending over time.
- Explain the difference between a block grant and a categorical grant and the benefits and limitations of each type of funding structure.
- How do institutions (e.g., nongovernmental organizations, the media) affect the political process of the United States?
- Understand the purpose and uses of political polling and identify factors that contribute to the reliability of a poll.
- What is the influence of race, gender, class, and age on public opinion, individual beliefs, and political participation?
- How do citizens and noncitizens effect change in the United States political system?
- Name some key examples of individuals, groups, and institutions that have effected change in the United States, achieved representation, preserved rights and liberties, and worked toward equity and equality. What methods and tactics did they use? What accounts for their successes and failures?
- What are the major differences between parliamentary and presidential systems?
- How does a country's electoral system affect its political parties?
- What are the basic approaches to foreign policy (e.g., isolationism, multilateralism)?
- Describe the major problems that international organizations face.
- Trace the historical development of voter eligibility in the United States; what has been the impact of voter expansion on the political process and policy?
- What are the major agents of political socialization (e.g., family, school, media) and how do they affect citizens' ideological development?
- What are the major ways in which individual citizens, interest groups, and movements can participate in the electoral, legislative, administrative, and regulatory processes of government? What are some key historical trends and examples related to these forms of participation?

- What are the major ways in which individual citizens, interest groups, and movements can participate in civic engagement outside formal governmental processes? What are some key historical trends and examples of these forms of participation?
- Identify the major thinkers, activists, and movements that have contributed to the development of non-violent civil disobedience and assess the successes and failures of these tactics in United States and world history.
- What are the differences between domestic and foreign policy, and how do domestic politics and constitutional principles affect international relations?
- Explain the role of international and supranational organizations (e.g., United Nations, European Union).
- What is the relationship between national governments and supranational organizations?
- Describe the structures and provide contemporary examples of differing political systems (e.g., direct/representative democracy, democratic/authoritarian, parliamentary/presidential).
- Explain the operation of different forms of government in the modern world (e.g., democratic, nondemocratic).

V. Economics

A. Microeconomics

1. Understands concepts of fundamental economics, such as scarcity, supply and demand, choice, opportunity cost, and economic systems (e.g., command, market, traditional)
2. Understands the concepts of perfect competition, monopoly, oligopoly, and monopolistic competition and the benefits and costs of specialization
3. Understands the factors of production and how they influence economic decisions and outcomes
4. Understands the role of institutions and government in economics

B. Macroeconomics

1. Understands and interprets measures of economic performance (e.g., gross domestic product, unemployment, inflation) to address economic issues
2. Understands basic functions of money, the interactions between people and financial institutions, and the motives and consequences of personal financial decisions
3. Understands socioeconomic differences, inequalities, and mobility, their causes and effects, and their historical and contemporary solutions

4. Understands how trade, global interdependence, and specialization of trade, services, and production affect the United States

Discussion Questions: Economics

- Why does scarcity force people to consider opportunity cost?
- What do production possibilities curves demonstrate?
- Why do people engage in exchange?
- What are the sources of gain from trade?
- What are the methods of economic organization and how do they differ?
- Explain the four sectors contained in a model of circular flow of income and products and how the circular-flow model describes the operation of the market economy.
- What are the laws of supply and demand?
- How is the market price of a good determined?
- How do markets adjust to changes in supply and demand?
- What is the relationship between total revenue and the price elasticity of demand?
- How does the imposition of a tax or subsidy affect a market?
- What are the definitions of total product, average product, and marginal product?
- What is the law of diminishing returns?
- What are the differences between explicit costs and implicit costs?
- Define the following costs: total cost, fixed costs, variable costs, average total cost, average fixed cost, average variable cost, and marginal cost.

- What are the characteristics of perfect competition, monopoly, monopolistic competition, and oligopoly? Compare and contrast them in terms of:
 - the number of buyers and sellers
 - the degree of product differentiation
 - the degree of control over price
 - the conditions of entry
 - efficiency (allocative and productive)
- Why and how do government policies attempt to regulate monopolies?
- How do nongovernmental institutions such as banks, corporations, and labor unions affect the economy?
- Why do business firms demand labor, machines, and other resources?
- What are the determinants of labor demand?
- What determines the market price of a resource such as labor?
- What are some factors that explain why some people earn more than others?
- What are the major components of gross domestic product (GDP), and how is GDP measured in the United States?
- What are the shortcomings of GDP?
- What do price indices measure?
- How is the consumer price index (CPI) constructed and how is CPI used to convert nominal values into real values?
- What are the causes and costs of inflation?

- How is unemployment measured and how does the unemployment rate understate or overstate the amount of joblessness?
- What are the different types of unemployment?
- How is the equilibrium level of GDP of any economy determined?
- Explain aggregate demand curves and the factors that cause shifts in aggregate demand.
- How do economies adjust to changes in aggregate supply and aggregate demand?
- What are the causes of recessions and booms?
- What are the three functions of money, the measures of money supply, and the different kinds of money demand?
- What are the major functions of the Federal Reserve System?
- What is the role of banks in the money creation process?
- Describe the important tools that the Federal Reserve uses to control the supply of money.
- What is the relationship between real and nominal interest rates?
- What are the major fiscal policy tools and how does fiscal policy affect aggregate demand and aggregate supply?
- What are the appropriate fiscal or monetary policies for dealing with the following?
 - Inflation
 - Recessions
 - Stagflation
- Why do nations trade and under what circumstances do nations gain from international trade?
- Define comparative and absolute advantage and know how to determine them based on simple data.
- Why do nations impose trade restrictions, and what impacts do trade restrictions have on the economy?
- What are the pros and cons of protectionist policies?
- What determines the exchange rate of the United States dollar in the foreign exchange market?
- What information is provided in the balance of payments account?
- Describe the relationship between a country's net exports and the international value of the country's currency.
- What is the role of productivity in economic growth?
- What are the determinants of productivity?
- What policies can a government pursue to raise the living standards of a country in the long run?
- What information is provided in the balance of payments account?
- What is the role of productivity in economic growth, and what are the determinants of productivity?
- Define economic mobility and describe the main factors and governmental policies that promote or discourage economic mobility.
- Define redlining and explain the historical relationship between housing discrimination, segregation, and wealth inequality.

- Describe how poverty is defined and measured in the United States, the history of major legislation and programs meant to address poverty, and contemporary trends in poverty rates among different age and occupational groups and in different settings (e.g., rural, urban).
- Compare and contrast various measures of development that have been used since the mid-twentieth century, including GDP and the Human Development Index, and describe the strengths and weaknesses of each measure.
- Describe the changing approaches to promoting economic development since the mid-twentieth century, considering the role of loans and structural adjustment programs, the Millennium Development Goals, and the United Nations Agenda for Sustainable Development.
- Define and explain the relationships among the following: real wage, nominal wage, minimum wage, and living wage.
- Define the gender wage gap and identify the major factors that contribute to it.
- How do bias and discrimination interact with supply and demand in the workings of the labor and housing markets?

Social Studies Skills

The Social Studies Skills represent four common practices for social studies teachers to prepare students as critical thinkers and active, empathetic citizens in our diverse and interconnected society. Approximately 10-15% of test questions will integrate one of these practices.

1. Identify, consider, empathize with, and evaluate perspectives of historical and contemporary figures
2. Determine the causes and effects of movements, actions, events, and processes
3. Understand how individuals, groups, and institutions achieve desired results, resolve conflicts, and affect change
4. Acquire and use evidence to make analyses, draw conclusions, and ask questions

Social Studies (5581)

Sample Questions

The sample questions that follow illustrate the kinds of questions 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.

Use the list to answer the question that follows.

Osage
Huron
Ojibwe
Shawnee

1. Which of the following regions of North America did the listed Native American groups primarily inhabit?
 - (A) Northwest
 - (B) Southwest
 - (C) Midwest
 - (D) Southeast

2. In which of the following ways did the introduction of horses by Spanish colonizers most commonly change the cultures of Great Plains Native American peoples?
 - (A) The introduction of horses allowed distant Native American groups to unite across vast territories to resist further colonization efforts.
 - (B) The use of horses allowed Native American groups to expand their hunting ranges, increasing competition and conflict between neighboring groups.
 - (C) The promise of horses from Spanish missionaries encouraged many Native Americans to formally convert to Catholicism.
 - (D) The cost of purchasing horses encouraged Native American groups to seek waged work in European settlements, increasing their integration into the market economy.

3. During the ratification period of the United States Constitution, which of the following was an important issue debated between Federalists and Anti-Federalists?
- (A) Whether the imposition of excise taxes on domestic production of certain products was constitutional
 - (B) Whether a powerful national government would protect or impair citizens' individual rights and state governments' authority
 - (C) Whether a national bank could provide funding for sectional economic interests and the creation of a unified national economy
 - (D) Whether individual states or the national government would have the authority to construct and maintain roads and canals

Use the excerpt from James Madison's *Federalist No. 10* to answer the question that follows.

"If a faction consists of less than a majority, relief is supplied by the republican principle, which enables the majority to defeat its sinister views by regular vote. It may clog the administration, it may convulse the society; but it will be unable to execute and mask its violence under the forms of the Constitution. When a majority is included in a faction, the form of popular government, on the other hand, enables it to sacrifice to its ruling passion or interest both the public good and the rights of other citizens. To secure the public good and private rights against the danger of such a faction, and at the same time to preserve the spirit and the form of popular government, is then the great object to which our inquiries are directed. . . .

"The influence of factious leaders may kindle a flame within their particular States, but will be unable to spread a general conflagration through the other States. A religious sect may degenerate into a political faction in a part of the Confederacy; but the variety of sects dispersed over the entire face of it must secure the national councils against any danger from that source. A rage for paper money, for an abolition of debts, for an equal division of property, or for any other improper or wicked project, will be less apt to pervade the whole body of the Union than a particular member of it; in the same proportion as such a malady is more likely to taint a particular county or district, than an entire State."

4. Which of the following best summarizes the argument expressed by James Madison in the excerpt?
- (A) A national government representing a diverse population over a large area would effectively control the danger of political factions.
 - (B) The proposed national government would impair political compromise by encouraging factional differences.
 - (C) The Constitution would place too much power in the hands of the citizens and lead to the development of political factions.
 - (D) A system of direct democracy would effectively create a national government structure

that is immune to factional dangers.

Use the early 1900s photograph of people immigrating to the United States at Ellis Island to answer the question that follows.



5. Which of the following employment scenarios is the most likely outcome for the women in the photograph?
 - (A) Sharecropping for South Carolina cotton planters
 - (B) Working in textile factories near their tenements
 - (C) Owning and operating small businesses in urban centers
 - (D) Obtaining teacher positions in educational institutions

6. The Missouri Compromise of 1820 was meant to solve a problem caused most immediately by which of the following events?
 - (A) The passage of the Northwest Ordinance
 - (B) The conclusion of the Mexican-American War
 - (C) The settling of lands obtained through the Louisiana Purchase
 - (D) The controversy over the founding of the American Colonization Society

7. Which **TWO** of the following factors contributed to an increase in immigration to the United States in the late nineteenth century?
- (A) The abolition of slavery in the United States
 - (B) The rise of fascist dictatorships in Europe
 - (C) A decrease in the populations of European cities
 - (D) A reduction in transatlantic travel duration
 - (E) A lack of economic opportunities in European countries
8. Which **TWO** of the following most directly contributed to the end of the Reconstruction Era?
- (A) The establishment of the Freedmen's Bureau
 - (B) The removal of federal troops from former Confederate states
 - (C) The assassination of President Abraham Lincoln
 - (D) The election of Rutherford B. Hayes
 - (E) The rapid industrialization of Southern states after the Civil War
9. The Cuban missile crisis of 1962 is most likely to be discussed in a lesson on which of the following topics?
- (A) The military motivations for the formation of NATO
 - (B) The geopolitical consequences of the nuclear arms race
 - (C) The diplomatic relationships among newly decolonized countries
 - (D) The economic downsides of increasing globalization
10. Which of the following best describes the impact of the invention of the cotton gin in the United States?
- (A) The cotton gin decreased the overall use of enslaved labor in the South due to machinery processing cotton.
 - (B) The cotton gin caused a shift in the United States economy from agriculture to industrialization.
 - (C) The cotton gin resulted in the rapid industrialization of the Northern states but had no effect on Southern states.
 - (D) The cotton gin greatly increased the production of cotton, leading to an expansion of slavery.

Use the following from *The Royal Proclamation, October 7, 1763*, by King George III to answer the question.

“And whereas it is just and reasonable, and essential to our Interest, and the Security of our Colonies, that the several Nations or Tribes of Indians with whom We are connected, and who live under our Protection, should not be molested or disturbed in the Possession of such Parts of Our Dominions and Territories as, not having been ceded to or purchased by Us, are reserved to them or any of them, as their Hunting Grounds. . . .

“And We do further declare it to be Our Royal Will and Pleasure, for the present as aforesaid, to reserve under our Sovereignty, Protection, and Dominion, for the use of the said Indians, all the Lands and Territories not included within the Limits of Our said Three new Governments, or within the Limits of the Territory granted to the Hudson’s Bay Company, as also all the Lands and Territories lying to the Westward of the Sources of the Rivers which fall into the Sea from the West and North West as aforesaid.”

11. Which of the following best reflects the purpose of this document?
- (A) To reward American colonist allies for their support during the French and Indian War
 - (B) To protect British access to Native American trade networks, in particular the valuable fur trade
 - (C) To prohibit westward settlement by Europeans, thus preventing costly conflicts in North America
 - (D) To assimilate the Native Americans by enforcing European concepts of boundaries and land ownership
12. Which of the following was a major cause of industrialization in the northeastern United States in the early nineteenth century?
- (A) Innovations in steel production
 - (B) Growth in the supply of skilled labor
 - (C) Heavy migration from rural to urban areas
 - (D) Development of water-powered machinery

13. In what way did the Interstate Commerce Act of 1887 respond to the prevailing post-Civil War practices of railroad companies in the United States?
- (A) It resolved the problem of railroad monopolies by establishing antitrust laws.
 - (B) It resolved the problem of railroad monopolies by making railroads follow state regulations.
 - (C) It addressed discriminatory railroad pricing by establishing a flat rate that railroads could charge passengers and shippers.
 - (D) It addressed discriminatory railroad pricing by setting federal regulatory guidelines for how the railroads could do business.
14. Which of the following best describes a primary factor that contributed to the political stability of the Roman Empire from 27 B.C.E. to 476 C.E.?
- (A) The reinstatement of democratic rule under the senate after the death of Julius Caesar
 - (B) The adoption of religious practices from conquered civilizations
 - (C) The development of governance strategies that facilitated efficient integration and management of diverse territories
 - (D) The consolidation and incorporation of Ancient Greek philosophical traditions by Roman leaders

Use the excerpt from *The Analects of Confucius* to answer the question that follows.

“The Master said, ‘He who exercises government by means of his virtue may be compared to the north polar star, which keeps its place and all the stars turn towards it...’”

“The Master said, ‘If the people be led by laws, and uniformity sought to be given them by punishments, they will try to avoid the punishment, but have no sense of shame. If they be led by virtue, and uniformity sought to be given them by the rules of propriety, they will have the sense of shame, and moreover will become good.’”

15. Considering this excerpt, which of the following statements best represents the effect of Confucian teaching on the functioning of the government during classical Chinese civilization?
- (A) Classical Chinese authorities mostly relied on strict laws and rigid enforcement to maintain order in society.
 - (B) Classical Chinese society placed heavy emphasis on the ethical character of rulers as a critical hallmark of effective governance.
 - (C) Classical Chinese rulers sought to acquire new territories in East Asia to expand their influence over ordinary people.
 - (D) The roles of Classical Chinese rulers were largely ceremonial, with little responsibility in governing the people.
16. In which of the following ways did the introduction of British textile goods into European markets affect India’s economy during the eighteenth and nineteenth centuries?
- (A) It stimulated the growth of India’s textile industry, increasing the wealth of Indian business owners and agricultural workers.
 - (B) It led to the decline of traditional handmade textile production in India in favor of cheaper, mass-produced British textile goods.
 - (C) It contributed to the growth in demand among European consumers for artisanal textile goods exported from India.
 - (D) It caused a rapid transition of the Indian economy’s focus from agricultural production to industrial production.

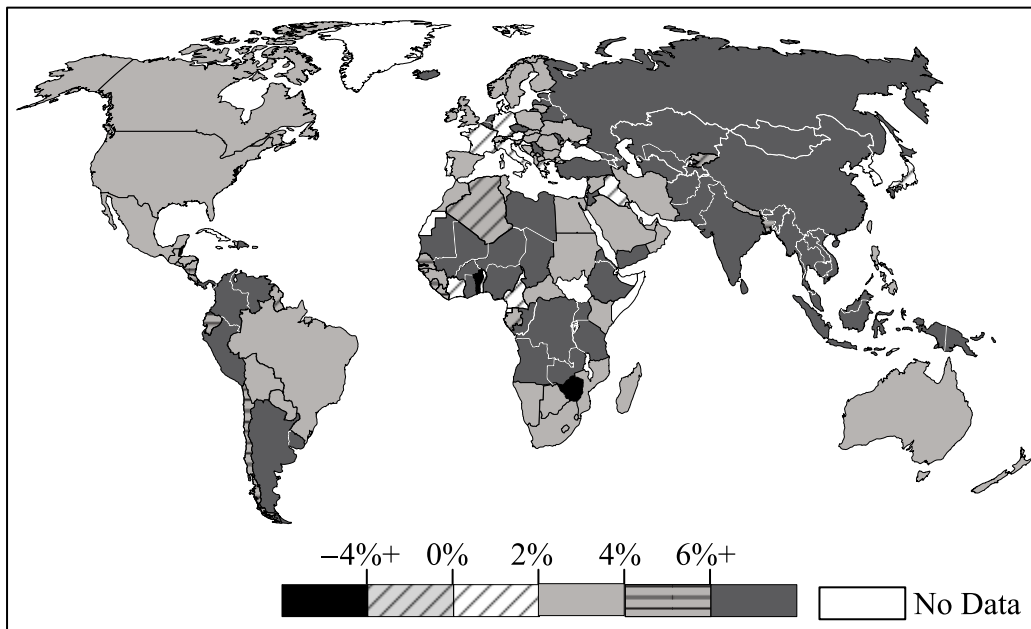
17. In which of the following ways did the financial crisis of the French monarchy contribute to the outbreak of the French Revolution?
- (A) It led to an increase in taxation on the First and Second Estates, heightening the financial demands they placed on the Third Estate.
 - (B) It provided an opportunity for the Third Estate's push for greater representation, leading to the formation of the National Assembly.
 - (C) It forced the French monarchy to reduce spending on policing, creating the conditions for an attempted assassination of King Louis XVI.
 - (D) It caused the French monarchy to seize land from the Catholic Church, mobilizing popular resistance against the existing regime.
18. Which of the following was the most direct cause of the Suez Canal Crisis in 1956?
- (A) The withdrawal of United States funding for Egyptian infrastructure projects
 - (B) The Egyptian embargo on Israeli shipping through the canal
 - (C) The construction of the Aswan High Dam by the Soviet Union
 - (D) The nationalization of the canal by Egyptian president Gamal Abdel Nasser
19. In which of the following ways did the outcome of the Opium Wars alter the balance of power and international relations in East Asia during the nineteenth century?
- (A) It confirmed the United States as the predominant influence in the Chinese market through the Open Door policy.
 - (B) It reinforced the notion of the Mandate of Heaven and strengthened China's regional dominance.
 - (C) It led to the collapse of the Qing dynasty and the establishment of a republic in China.
 - (D) It initiated an era of unequal treaties that increased the influence of Western powers and diminished China's sovereignty.

20. Which of the following accurately describes a factor that contributed to the engineering achievements of the Inca?
- (A) The Inca empire required its subjects to perform annual labor service, providing a labor force to maintain public works.
 - (B) The Inca economy was based on a stable silver currency, helping Inca bureaucrats pay for labor and supplies.
 - (C) The Inca population had a strong ironworking tradition, letting them develop a form of steel for use in construction projects.
 - (D) The terrain of the Inca empire was highly uniform, allowing for a few basic techniques to be used extensively throughout the empire.
21. Which of the following actions are most likely to limit soil erosion and desertification in dryland regions?
- (A) Reducing the biodiversity of plant and animal species
 - (B) Reducing the spread of native grasses and flora
 - (C) Limiting wildlife access to natural freshwater sources used for agriculture
 - (D) Limiting the sizes and territories of grazing livestock animal herds
22. Silicon Valley and the American Heartland are examples of which of the following types of region?
- (A) Formal
 - (B) Vernacular/perceptual
 - (C) Functional/nodal
 - (D) Physical
23. Which of the following activities would benefit most from the use of geographic information systems (GIS) ?
- (A) Determining the most efficient driving route to several locations
 - (B) Determining the total number of consumer purchases at a single retail location
 - (C) Determining the potential environmental impact of a new housing development
 - (D) Determining the number and location of mines in a country

24. Supranational organizations often take which of the following measures to avoid conflicts among member states?
- (A) Requiring member states to adopt a parliamentary form of government
 - (B) Requiring member states to accept the obligations outlined in the organization's charter
 - (C) Prohibiting member states from trading with other member states
 - (D) Prohibiting citizens of member states from participating in domestic elections
25. Which of the following is an example of the geographic impact of economic development?
- (A) Middle Eastern countries, with vast deserts, have seen an increase in agritech industries focusing on sustainable farming practices.
 - (B) In the Arctic tundra, clearing the land for oil fields, pipelines, and roads has decreased the rate of soil erosion.
 - (C) In the Indonesian region of Kalimantan, clearing the rain forests for timber has led to the creation of massive areas of desert.
 - (D) Countries in southern Africa rich in mineral resources have built thriving mining industries that contribute to air and water pollution with substances like coal dust.

Use the information in the provided map to answer the question that follows.

Annual Growth of Gross Domestic Product, 2005



Max Roser, Pablo Arriagada, Joe Hasell, Hannah Ritchie and Esteban Ortiz-Ospina (2023) - "Economic Growth." Published online at OurWorldInData.org. Retrieved from: 'https://ourworldindata.org/economic-growth.'

26. The map supports which of the following conclusions about the most rapid national economic growth in 2005 ?
- (A) It was driven by the recent liquidation or privatization of state-owned enterprises.
 - (B) It was driven by remittances from migrant communities overseas.
 - (C) It was driven by exporting natural resources and manufactured goods.
 - (D) It was driven by growth in the services and technology sectors.
27. Which of the following statements best describes the principle of popular sovereignty as it is reflected in the United States Constitution?
- (A) The power of the people to influence the government through voting, petitioning, and participating in the democratic process
 - (B) The right of individual states to nullify federal laws that violate state constitutions
 - (C) The shared sense of allegiance, solidarity, and commitment among people to their nation and its welfare
 - (D) The division of government responsibilities into distinct branches, limiting any one branch from exercising the core functions of another

A bill that would establish a fuel efficiency standard for automobiles is being considered by a committee in the House of Representatives. The bill is controversial because it is designed to reduce the consumption of fossil fuels. It currently has a narrow majority of support in both the committee and the House of Representatives.

28. Which of the following is an effective method that could be used by interest groups to support a position on whether the bill should or should not be passed?
- (A) Interest groups could lobby the executive branch to influence how the bill is administered by bureaucratic rule making.
 - (B) Interest groups could have experts testify during committee hearings to explain the possible consequences of the bill.
 - (C) Interest groups could file a lawsuit in a federal court that cites reasons why the bill should or should not be passed.
 - (D) Interest groups could appeal to the Supreme Court, arguing that the bill is unconstitutional.

Use the excerpt to answer the question that follows.

“We find here that the Congress in its legislative capacity, shall have the power to lay and collect taxes, duties, and excises; to borrow money; to regulate commerce; to fix the rule for naturalization and the laws of bankruptcy; to coin money; to punish counterfeiters; to establish post offices and post roads; to secure copy rights to authors; to constitute tribunals; to define and punish piracies; to declare war; to raise and support armies; to provide and support a navy. . . . This is a short abstract of the powers given to Congress. . . .

“Where then is the restraint? How are Congress bound down to the powers expressly given? What is reserved, or can be reserved?”

29. The excerpt most closely represents which of the following points of view?
- (A) The Constitution did not provide enough authority to the federal government to prevent uprisings and rebellions.
 - (B) The Constitution proposed a government that had the potential for tyranny and overreach.
 - (C) The Constitution provided adequate protections for individual rights and liberties.
 - (D) The Constitution favored the representation of common people over wealthy people.

The following excerpt is from the United States Constitution, Article II, Section 2.

“He [the president] shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States . . .”

30. In the United States Constitution, the phrases “with the Advice and Consent of the Senate” and “two thirds of the Senators present concur” are examples of what principle of government?
- (A) Checks and balances
 - (B) Executive privilege
 - (C) Judicial review
 - (D) Separation of power
31. Which **TWO** of the following were primary goals of the Preamble to the United States Constitution?
- (A) To weigh the merits of different forms of republican government
 - (B) To outline the purposes for a new system of government
 - (C) To list the reasons why the United States cut ties with the government of England
 - (D) To list specific rights guaranteed to all United States citizens
 - (E) To emphasize the importance of maintaining peace and order within the nation
32. In a certain type of political system, each citizen who is eligible to vote receives a ballot and information about the candidates, initiatives, or referendums. The winning candidates or approved initiatives or referendums on the ballot are determined primarily by the votes of each citizen who has returned a ballot. Which of the following best describes this type of political system?
- (A) Representative democracy
 - (B) Direct democracy
 - (C) Republic
 - (D) Oligarchy

Use the table to answer the question that follows.

School Lunch Menu Items

Item	Price
Sandwich	\$5.00
Hamburger	\$7.00
Salad	\$4.00

33. A student has \$10.00 to spend on lunch. Which of the following correctly identifies the opportunity cost of the decision to purchase a hamburger?
- (A) The chance to buy a sandwich and a salad
 - (B) The cost of the hamburger
 - (C) The amount of money saved when buying one item
 - (D) The cost of a sandwich
34. Jonah owns a pizza shop. This month, the price of the flour used to make pizza dough increased. Assuming that there were no other changes in the production of the pizza, which of the following is the most likely impact on Jonah's business in the short run?
- (A) Profits from pizza will fall because of a variable cost increase.
 - (B) Revenue from pizza will fall because of a fixed cost increase.
 - (C) Production of pizza will exceed market demand.
 - (D) Demand for pizza will increase along with pizza prices.
35. Pedro quit his job as a bank teller in St. Louis, Missouri, and moved to Austin, Texas, where he is looking for a job at a new bank.
- Which of the following types of unemployment is Pedro experiencing?
- (A) Cyclical
 - (B) Frictional
 - (C) Structural
 - (D) Underemployment

Answers

1. Option (C) is correct. The Osage, Huron, Ojibwe, and Shawnee are some of the prominent Native American groups that have mainly inhabited the current Midwestern United States and part of Canada. The Midwestern region of North America was historically home to these different groups, with each group having its own distinctive language, culture, and traditions.
2. Option (B) is correct. Before the introduction of horses, Native American groups primarily hunted on foot and used either human power or dogs to transport goods overland. The introduction of horse travel allowed Great Plains groups to expand the area in which they hunted and traveled. This, combined with raiding to obtain horses from other groups, intensified rivalries between the Native American nations of the Great Plains region.
3. Option (B) is correct. During the debate over the ratification of the United States Constitution in the late 1780s, the principal argument between Federalists and Anti-Federalists was focused on the balance of power between the federal government and the states. The Federalists, who supported a stronger central government, believed that the Constitution as written provided an adequate framework for protecting liberties. The Anti-Federalists were concerned that without a specific bill of rights, the Constitution granted too much authority to the federal government without adequately securing the fundamental liberties of citizens.
4. Option (A) is correct. The excerpt was taken from James Madison's *Federalist* No. 10, in which Madison argues that a large republic would be the best defense against the dangers of factions. Madison suggests that a republican form of government would serve the country better than a direct democracy because it would make it more difficult for any single faction to gain majority control. Madison believed that the combination of a large and diverse citizenry and a system of representation to refine and enlarge the public views could protect the rights of all citizens against a single faction.
5. Option (B) is correct. The photo includes a reference to Ellis Island in New York City. A common immigrant experience for European immigrants around the year 1900 would include factory work and tenement housing in an ethnic enclave. Women, in particular, often found work in textile manufacturing.
6. Option (C) is correct. The United States obtained land west of the Mississippi extending to roughly the crest of the Rocky Mountains in 1803 via the Louisiana Purchase. As Americans continued moving into these lands, there was controversy over whether new states created from them would allow slavery. When Missouri applied for statehood, it threatened to upset the existing balance in the Senate between slave-holding and free states. The Missouri Compromise maintained this balance by admitting both slave-holding Missouri and free Maine as states at the same time, and established a line (36°30') to demarcate future states as either slave-holding or free.

7. Options (D) and (E) are correct. Between 1880 and 1920, millions of Europeans migrated to the United States. With the introduction of steamships, which were faster and more reliable than sailing ships, the duration of transatlantic voyages to the United States significantly decreased. Additionally, the cost of travel decreased over time, enabling people of more modest means to consider immigration to the United States as a viable option. During the same period, many European countries were experiencing economic difficulties. Industrialization led to the unemployment of many skilled artisans and agricultural workers due to mechanization and the consolidation of landholdings. As a result, many Europeans saw the United States as a land of opportunity, with the promise of available land (thanks to policies like the Homestead Act), industrial jobs, and the possibility of joining a society with less rigid class structures. The combination of these two factors helped to catalyze a wave of immigration to the United States in the late nineteenth century.
8. Options (B) and (D) are correct. The removal of federal troops as part of the Compromise of 1877 reduced the enforcement of Reconstruction Era laws and amendments in the South, allowing for the disenfranchisement of African Americans in the South. The election of Rutherford B. Hayes was a condition of the Compromise of 1877 in which the disputed presidential election of 1877 was resolved, ending Reconstruction and encouraging Redeemer Democrats to take control of Southern states' legislatures.
9. Option (B) is correct. The Cuban missile crisis was a highly publicized example of the real risk that the nuclear arms race between the United States and the Soviet Union would escalate into a nuclear war. As such, it played a major role in shaping public ideas, fears, and debates surrounding nuclear weapons.
10. Option (D) is correct. With the cotton gin, the labor-intensive work of separating the seeds from the cotton was greatly reduced. However, demand to grow more cotton meant more enslaved workers were needed to grow and pick the cotton. This resulted in an expansion of slavery in the Southern states where plantation owners reaped the profits of producing and selling cotton.
11. Option (C) is correct. The British government sought to prevent costly wars with the Native Americans by creating a boundary between the colonial settlements and the territories reserved for Native Americans.
12. Option (D) is correct. Innovations in water-powered manufacturing equipment led to the industrialization of textile production in New England. Textile mills, powered by water, led to mill towns being established along rivers.

13. Option (D) is correct. The Interstate Commerce Act (1887) was the result of years of pressure from the public to address the unfair pricing that privately owned railroads charged passengers and certain shippers of goods. As there was no regulation of the railroad companies, they were at liberty to charge whatever prices they chose under whatever circumstances. With the passage of the Interstate Commerce Act (1887), the railroad industry became the first industry to be regulated by the United States federal government.
14. Option (C) is correct. The expansion of the Roman Empire was influenced by various factors, such as a widely applicable governance system. Upon conquering a territory, the Romans allocated legions to various provinces to oversee security, turning military encampments into more permanent military bases or forts. These bases and forts often evolved into bustling settlements and were instrumental in Romanizing the region. By organizing the provinces in such a manner, the Romans successfully managed their vast empire.
15. Option (B) is correct. Confucian teachings placed huge emphasis on ethical and upright character. Rulers, being at the top of the social hierarchy, were particularly expected to embody these character traits and thereby served as moral compasses that the rest of society would gravitate toward.
16. Option (B) is correct. Indian textiles were a desirable luxury good exported across Eurasia throughout the Early Modern era. During the British Industrial Revolution of the late eighteenth and nineteenth centuries, significant advancements in manufacturing technologies allowed for the mass production of textile goods at a lower cost than traditional handwoven textile production methods. Not only did British manufactured textiles compete with Indian goods in international markets, but they were also exported in large quantities to India, supported by British colonial policies that favored the importation of British-made goods and placed restrictions on Indian-made goods. This influx of cheap British goods was devastating to the Indian textile industry and the Indian economy overall.
17. Option (B) is correct. France's fiscal problems were caused by expensive wars (including the cost of supporting the American Revolution) and extravagant spending by the monarchy. These problems reached a tipping point in the 1780s. Although new taxes and other fiscal reforms were proposed to address the crisis, these reforms were blocked by representatives of the privileged First and Second Estates, in part because they were reluctant to lose their tax exemptions. Seeking a new avenue for his reforms, King Louis XVI convened the Estates-General in 1789, reviving an archaic decision-making institution that included representatives of the Third Estate (a broad social group consisting of merchants, peasants, laborers, and the bourgeoisie). At the meeting, the Third Estate demanded greater (more proportionate) representation in the assembly. Disputes over this issue eventually led them to declare themselves the National Assembly and to swear to write a constitution for France, setting the French Revolution in motion.

18. Option (D) is correct. The immediate cause of the Suez Canal Crisis was the decision by Egyptian president Gamal Abdel Nasser to nationalize the Suez Canal on July 26, 1956. This move threatened the interests of the British and French shareholders, who had previously controlled the canal and relied on it as a crucial maritime route for oil and other trade. President Nasser's action led to a military response by Israel, the United Kingdom, and France in an attempt to regain control of the canal and remove Nasser from power.
19. Option (D) is correct. The conclusion of the first of the Opium Wars led to the signing of the Treaty of Nanjing and subsequent unequal treaties throughout the period, eroding China's sovereignty. These treaties granted extraterritorial rights to foreign powers, opened various treaty ports to international trade, ceded Chinese territories such as Hong Kong to Britain, and imposed heavy indemnities on China. The imbalance of power created by these treaties significantly shifted international relations, opening China to Western influence and initiating a period of semicolonial domination that affected both China's internal politics and the dynamics among East Asian countries.
20. Option (A) is correct. The Inca empire had an organized labor system called mita, which required most men to perform mandatory public service yearly as a form of taxation or tribute. This system was integral to maintaining the empire's infrastructure, including engineering projects such as roads and bridges.
21. Option (D) is correct. Desertification is a process by which fertile land becomes increasingly arid and desertlike. When many animals graze in one area, they remove the vegetation and damage the soil structure with their hooves. This overgrazing results in reduced plant cover, which in turn lessens the soil's ability to retain moisture and nutrients. Without sufficient vegetation to anchor it, the soil becomes highly susceptible to erosion by wind and water. Dryland regions are particularly susceptible to this phenomenon because they have a naturally fragile ecosystem that is characterized by limited water resources and sparse vegetation.
22. Option (B) is correct. A vernacular, or perceptual, region does not have an official boundary, but rather is defined primarily by cultural associations or ideas about what a place is like: Silicon Valley as the tech industry headquartered in Northern California; or the American Heartland as a place defined by traditional, patriotic, or agrarian values. The ideas attached to a vernacular region may not accurately reflect conditions in all locations associated with it, and people typically will not agree on exactly which locations are included in a vernacular region.

23. Option (C) is correct. Geographic information systems (GIS) are most likely to be used when planning the construction of new buildings to limit environmental impact. For instance, determining the potential environmental impact of a new housing development requires considering multiple factors about the site. GIS can draw upon and display spatial data for many site characteristics simultaneously, allowing users to see, for example, topography; the locations of surface water, groundwater, and trees; and access to infrastructure like roads and utilities.
24. Option (B) is correct. A supranational organization, such as the European Union, is an international organization whose member states transcend national boundaries to collectively decide on policies that affect the wider group. A supranational organization requires member states to accept the obligations and principles outlined in the organization's charter or founding treaties. In some cases, member states may also need to undertake internal reforms to align with the organization's standards and policies.
25. Option (D) is correct. While the thriving mining industries in southern Africa have provided economic benefits, they have also introduced a significant geographic impact, notably air and water pollution from substances like coal dust. This underscores the tangible environmental consequences of economic development in the region.
26. Option (C) is correct. The countries with the highest growth in 2005 were concentrated in Asia, and to a lesser extent in western and central Africa and South America. These areas are centers of global resource extraction (e.g., mining and petroleum), and since the 1990s, the trend in globalization has been for manufacturing to move from western Europe and North America to countries in Asia and Africa.
27. Option (A) is correct. In the United States, the concept of popular sovereignty refers to the idea that the people have the ultimate power to elect representatives, to hold them accountable, and to change laws and policies that do not serve the common good. The Preamble of the Constitution itself encapsulates this idea with its opening words: "We the People of the United States, in Order to form a more perfect Union . . ." This phrase signifies that the Constitution emanates from the people and that they are the ultimate source of governmental authority.
28. Option (B) is correct. Interest groups often provide expert testimony during legislative hearings of a bill. These experts may provide data or offer technical knowledge to inform legislators on the House committee and sway their opinions on the bill.
29. Option (B) is correct. The excerpt is from Anti-Federalist No. 46. The Anti-Federalists expressed their concerns about the proposed Constitution through a series of essays that were shared with the public. Drawing from their experiences with British rule, many Anti-Federalists worried that the new government could become tyrannical. They pointed out that the Constitution lacked specific protections for individual rights.

30. Option (A) is correct. Article II, Section 2 of the United States Constitution plays a crucial role in the separation of powers. This section outlines the president's authority and responsibilities. It grants the president the power to make treaties, but with a critical check: Senate approval. Specifically, the president can negotiate treaties, but they become effective only if two-thirds of the senators present concur. This requirement ensures that the legislative branch (the Senate) has a say in international agreements. Additionally, Article II, Section 2 empowers the president to appoint officials to various executive-level positions within the federal government. These appointments include positions such as cabinet secretaries, deputy secretaries, undersecretaries, and assistant secretaries. However, the president's authority is not absolute; the Senate must provide its advice and consent by confirming these appointments through a majority vote.
31. Options (B) and (E) are correct. The Preamble to the United States Constitution serves as an introductory statement setting the underlying purposes and guiding principles of the document. It does not grant any powers but instead articulates the intentions behind the Constitution, outlining the reasons for establishing a new system of government. According to the Preamble, the government was expected to maintain calm and prevent conflict, including dealing with civil unrest, rebellion, and other disruptions to peace.
32. Option (B) is correct. By definition, a direct democracy is one in which eligible citizens rather than elected representatives have a significant voice in the decision-making process regarding policies that govern a nation. In such a political system, the citizens wield a great deal of sovereign power. An example of a nation that primarily employs this type of democracy is Switzerland.
33. Option (A) is correct. Opportunity cost represents the benefits an individual, investor, or business misses out on when choosing one alternative over another. In this scenario, the student forgoes the opportunity to buy a \$5.00 sandwich and a \$4.00 salad by choosing to buy a \$7.00 hamburger. The student would not be able to afford any other items because they only have \$10.00 to spend.
34. Option (A) is correct. Variable costs are expenses that change in proportion to the production output or sales volume of a business. An increase in variable costs, like an increase in the price of flour, raises the cost of production for goods like pizza. If the selling price of pizza remains the same, as it most likely would in the short term, the profit margin per unit, or the difference between the selling price and the variable cost, will decrease.
35. Option (B) is correct. Frictional unemployment refers to a type of short-term and typically voluntary unemployment that occurs when individuals are transitioning between jobs, entering or re-entering the workforce, or moving within the labor market.

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.

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