



PRAXIS STUDY COMPANION

Middle School Social Studies

5589



Table of Contents

Middle School Social Studies (5589)	3
Test at a Glance	3
About The Test	4
Content Topics	5
Discussion Questions	5
Middle School Social Studies (5589)	23
Sample Questions	23
Answers	33
Understanding Question Types	38
Understanding Selected-Response and Numeric-Entry Questions	38
Understanding Constructed-Response Questions	39
General Assistance For The Test.....	41
Praxis Interactive Practice Test.....	41
Doing Your Best	41
Helpful Links	41

Middle School Social Studies (5589)

Test at a Glance

Test Name	Middle School Social Studies		
Test Code	5589		
Time	150 minutes		
Number of Questions	140 selected-response questions		
Format	The test consists of a variety of selected-response questions. You can review the question types in Understanding Question Types.		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. United States History	40	29%
	II. World History	29	21%
	III. Geography	25	18%
	IV. Civics	30	21%
	V. Economics	16	11%
	<i>Approximately 10-15% of the questions integrate Social Studies skills</i>		

About The Test

The Middle School 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 middle school setting. The test is aligned to the National Standards for Social Studies Teachers and the National Curriculum Standards for Social Studies, both 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), the National Standards for History (National Center for History in the Schools), the National Geography Standards (National Council for Geography Education), and the Voluntary National Content Standards for Economics (Council for Economic Education). 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. The 140 equally weighted selected-response questions consist of no more than 60 percent knowledge, recall, and/or recognition questions and no less than 40 percent higher-order thinking questions. Some 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 reflecting the diverse experiences of people in the United States as related to gender, culture, race, and content relating to Latin America, Africa, Asia, and Oceania.

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 and developed and how they differed from one another
3. Understands how conflict and cooperation between European, African, and Native American peoples shaped the development of North America during the colonial period
4. Understands how the economic, social, and cultural effects of slavery affected European and African lives in North America
5. 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)
6. Understands the contexts that led to the writing and adoption of the United States Constitution and other founding documents
7. Understands the principles of the United States Constitution and Bill of Rights and their impact on the early political development of the United States

8. 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
9. 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
10. Understands the causes and consequences of nineteenth-century sectionalism regarding political, economic, and social differences surrounding the issue of slavery and the Civil War
11. 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.

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
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
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 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 and significant characteristics of early human societies and civilizations, including Mesopotamia, Egypt, the Indus Valley, China, and Africa in the period 4000 to 1000 B.C.E
2. Understands the formation, organization, and interactions of the classical civilizations of Greece, Rome, Persia, India, China, and Mesoamerica in the periods 1000 B.C.E. to 500 C.E.
3. 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.
4. Understands the major causes and effects of growing global interactions, trade, exploration, religion, and colonization in the period 1200 to 1750 C.E.

5. 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.

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
7. Understands the causes and effects of conflicts, interventions, and terrorism during 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 Kelp Highway thesis).
- 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 Shia, 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.
- 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).

- Explain the origins and trace the development of the Cold War, including major events, leaders, alliances, conflicts, and treaties.
- 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.
- 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.
- 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. Basic Geographic Literacy

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

B. Human Environment Interaction

1. Understands the short-term and long-term effects of human activities on physical systems
2. Understands how the Earth's physical features, patterns, and systems influence human decisions about settlement, movement, agriculture, and industry

C. 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 countries play 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 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 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?
- 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?
- 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?
- 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?
- 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?
- 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

Middle School Social Studies (5589)

Sample Questions

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

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

1. Which of the following was a primary cause of the Pueblo Revolt of 1680 ?
 - (A) The prohibition of native religious practices by Spanish authorities
 - (B) The desire of the Pueblo people to expand their territory into Spanish lands
 - (C) The introduction of European diseases to the Pueblo population
 - (D) The Pueblo people's alliance with other neighboring indigenous groups against the Spanish

2. In which of the following ways did the French military primarily contribute to the American victory at the Siege of Yorktown in 1781 ?
 - (A) French forces provided the majority of the ground troops for the Continental Army.
 - (B) The French navy blocked British ships from reinforcing and resupplying their troops.
 - (C) French cavalry launched a surprise attack on British headquarters before the siege began.
 - (D) The French provided vital intelligence on British movements to the Continental Army.

3. Which of the following was the primary purpose of *The Federalist* papers?
 - (A) To advocate for the ratification of the Constitution
 - (B) To propose amendments to the Articles of Confederation
 - (C) To initiate the creation of the Bill of Rights
 - (D) To protest Britain's impressment of American sailors

4. Which of the following was a primary characteristic of the Lowell system that was employed during the early stages of the Industrial Revolution in the United States?
 - (A) The hiring of predominantly male workers from urban areas to work in coal mines
 - (B) The hiring of young women from rural areas to work in textile mills
 - (C) The use of child labor to increase production efficiency
 - (D) A reliance on immigrant labor to construct canals and roads

5. Which of the following best describes the geopolitical context that led the United States to issue the Monroe Doctrine in 1823 ?
 - (A) The emergence of newly independent nations in Latin America
 - (B) The ambition to colonize islands in Latin America
 - (C) The desire to limit communist influence in the Caribbean
 - (D) The end of the Quasi-War between the United States and France

6. Which of the following laws reflects the significance of nativist sentiment in the United States during the late nineteenth century?
 - (A) The Homestead Act of 1862
 - (B) The Chinese Exclusion Act of 1882
 - (C) The Civil Rights Act of 1875
 - (D) The Dawes Act of 1887

7. Which of the following was a primary focus of Ida B. Wells's activism in the late nineteenth and early twentieth centuries?
 - (A) Woman suffrage
 - (B) Labor union organization
 - (C) Anti-lynching campaigns
 - (D) Temperance movement

8. Which of the following was the primary purpose of Franklin D. Roosevelt's fireside chats during the Great Depression?
- (A) To personally introduce new members of his cabinet to the public
 - (B) To broadcast changes concerning United States foreign policy to the public
 - (C) To promote the Smoot-Hawley Tariff Act to the public
 - (D) To explain New Deal policies and programs to the public
9. Which **TWO** of the following arguments were made by critics of United States imperialism during the late nineteenth and early twentieth centuries?
- (A) Territorial expansion would prevent the United States from fulfilling its duty to civilize other peoples.
 - (B) Territorial expansion would threaten global political and economic self-determination.
 - (C) Territorial expansion would limit access to new markets for American goods.
 - (D) Territorial expansion would limit the United States sphere of influence.
 - (E) Territorial expansion would require intense military action and spending.
10. Which of the following developments helped United States industries effectively meet the demands of the First World War?
- (A) The introduction of daylight saving time
 - (B) The establishment of the War Industries Board
 - (C) The formation of the Committee on Public Information
 - (D) The creation of the Federal Reserve System
11. Which of the following was the primary role of the Navajo code talkers during the Second World War?
- (A) Piloting aircraft in combat missions
 - (B) Translating enemy documents and codes
 - (C) Creating and sending secure messages
 - (D) Conducting reconnaissance missions

12. Which of the following was the primary function of the caste system in ancient India?
- (A) To promote social equality and provide opportunities for upward mobility
 - (B) To encourage the rapid assimilation of different cultures and religions
 - (C) To centralize political and economic power in the hands of a single ruler
 - (D) To organize society into hierarchical groups with specific roles and responsibilities
13. Which of the following was the most significant effect of the Peloponnesian War on the ancient Greek city-states?
- (A) The Greek city-states were unified and strengthened under Athenian rule.
 - (B) There was long-term economic prosperity in the Greek-speaking world.
 - (C) The Greek city-states were weakened and made vulnerable.
 - (D) The military expanded and there was a cultural renaissance.
14. Which of the following was a significant effect of the construction of the Silk Road on Chinese civilization?
- (A) It fostered the creation of the Chinese written language.
 - (B) It facilitated international trade and cultural exchange.
 - (C) It led to a period of sustained economic decline and poverty.
 - (D) It promoted the rapid spread of Daoism within China.
15. Which of the following scientific theories did Nicolaus Copernicus propose in his 1543 work *De revolutionibus orbium coelestium*?
- (A) The theory of universal gravitation
 - (B) The heliocentric theory of the universe
 - (C) The theory of natural selection
 - (D) The theory of plate tectonics

16. Which **TWO** of the following reforms were first proposed by eighteenth-century European Enlightenment thinkers?
- (A) Establishment of a hereditary monarchy
 - (B) Separation of church and state
 - (C) Universal suffrage for women
 - (D) Collective ownership of the means of production
 - (E) Freedom of speech and press
17. In which of the following ways did the French Revolution contribute to the rise of Napoleon Bonaparte to power and the spread of nationalism across Europe?
- (A) By dismantling feudal and monarchical structures and creating a need for stability
 - (B) By establishing a balance of power among European kingdoms to prevent future conflicts
 - (C) By establishing new methods and technologies for the production of goods
 - (D) By reinforcing the Enlightenment principles of separation of power and diplomacy over military action
18. Which of the following events laid the groundwork for the partitioning of Africa among European powers during the late nineteenth and early twentieth centuries?
- (A) The Congress of Vienna
 - (B) The Berlin Conference
 - (C) The Crimean War
 - (D) The Opium Wars
19. What was the primary goal of the “final solution” implemented by Nazi Germany during the Second World War?
- (A) To establish diplomatic peace treaties with Allied powers to end the war
 - (B) To develop and deploy advanced military technology to win the war
 - (C) To systematically eliminate the Jewish population in Europe
 - (D) To promote rapid industrial growth within Germany

20. Which of the following most contributes to the cultural landscape of a city?
- (A) The investment of multinational corporations and businesses
 - (B) The presence of large interstate highways connecting the city to other regions
 - (C) The preservation of historical buildings and monuments
 - (D) The literary traditions and oral folklore of the surrounding region
21. Which of the following explains why farmers often choose to plant crops in river valleys?
- (A) River valleys provide a hot climate that protects crops against diseases.
 - (B) River valleys prevent runoff of chemical fertilizers into large water sources.
 - (C) River valleys offer fertile soil and natural irrigation for crops.
 - (D) River valleys ensure that crops receive minimal sunlight exposure.
22. Which of the following illustrates how scale can influence map interpretations?
- (A) It determines the types of symbols used on the map.
 - (B) It affects the level of detail and the area covered by the map.
 - (C) It indicates the climate zones represented on the map.
 - (D) It shows the administrative boundaries and political divisions.
23. Which of the following inquiry questions would be answered most directly using a thematic map that details the worldwide migration patterns of people during the twentieth century?
- (A) How did climate influence the development of early civilizations?
 - (B) How do political borders contribute to conflicts and instability?
 - (C) How do elements of culture expand to new places and communities?
 - (D) How do issues like pollution and resource scarcity influence economic decisions?

24. In sociology, which of the following identity markers best signifies group membership?
- (A) Employment status
 - (B) Adherence to etiquette
 - (C) Individual achievements
 - (D) Personal preferences
25. Which of the following is a direct action taken by members of the farm workers' movement, led by César Chávez and Dolores Huerta, to improve labor conditions?
- (A) Organizing boycotts of agricultural products
 - (B) Running for political office
 - (C) Supporting alliances with large corporations
 - (D) Promoting the mechanization of farming
26. Which of the following issues between northern and southern states did the Three-Fifths Compromise attempt to resolve during the Constitutional Convention?
- (A) How to ensure equal representation for all states in Congress
 - (B) How to address the representation of enslaved individuals in Congress
 - (C) How to address taxation of profits from enslaved agricultural labor
 - (D) How to establish a fair and equal federal tax rate for all states
27. Which of the following is the primary function of a political action committee (PAC) in the United States election process?
- (A) To support and fund candidates and influence elections
 - (B) To elect and appoint members of the judiciary
 - (C) To create and enforce laws for fair elections
 - (D) To oversee and manage the counting of votes

28. Which of the following is an example of federalism in action in the United States?
- (A) States each set their own standards for public schools and universities.
 - (B) States implement stronger environmental regulations to supplement federal laws that are less comprehensive.
 - (C) State and local law enforcement agencies operate exclusively under federal directives and policies.
 - (D) States administer federal welfare programs without adapting them to meet the needs of their populations.
29. Which of the following actions is most likely to take place in an oligarchic system of government?
- (A) A single individual holding power over all government branches declares war on another country.
 - (B) Elected representatives introduce and vote on legislation to monetarily support citizens experiencing financial difficulties.
 - (C) A small elite group in government manipulates legal and judicial systems to preserve their power and target political opponents.
 - (D) Citizens hold assemblies and town halls to provide a platform for collectively discussing issues, proposing solutions, and debating policies.
30. Which **TWO** of the following are essential purposes of government in society?
- (A) Maintaining order and security
 - (B) Controlling the national economy
 - (C) Serving the needs of specific interest groups
 - (D) Providing mechanisms for resolving disputes
 - (E) Supplying goods selectively to citizens

31. Which of the following institutions is primarily responsible for providing loans and financial assistance to developing countries?
- (A) Federal Reserve
 - (B) International Monetary Fund
 - (C) World Bank
 - (D) World Trade Organization
32. Which of the following is the primary consequence of a central bank lowering interest rates?
- (A) Increased borrowing by consumers and businesses
 - (B) Decreased investment in the stock market
 - (C) Reduced spending on consumer goods and services
 - (D) Reduced savings rates among individuals
33. Which of the following is an opportunity cost for a company that decides to invest in new technology to improve production speed?
- (A) Hiring more staff instead of outsourcing services
 - (B) Increasing product prices instead of maintaining current prices
 - (C) Expanding into new markets instead of focusing on existing markets
 - (D) Allocating funds to research and development instead of funding marketing campaigns
34. Which of the following is an appropriate way for producers to respond when consumer demand for their product decreases significantly?
- (A) Increasing labor hours for production
 - (B) Reducing production to avoid surplus
 - (C) Reducing marketing and promotional efforts
 - (D) Raising prices to offset reduced demand

35. Which of the following is the primary goal of contractionary fiscal policy?
- (A) To reduce inflation by decreasing government spending
 - (B) To increase consumer spending by lowering taxes
 - (C) To boost economic growth by increasing government spending
 - (D) To reduce the unemployment rate by creating more jobs

Answers

1. Option (A) is correct. The Pueblo people were forced to abandon their religious practices and adopt Christianity under Spanish colonial rule, leading to ongoing resentment. The Spanish suppression of native ceremonies, rituals, and spiritual leaders created deep-seated anger that culminated in the revolt.
2. Option (B) is correct. The French navy, under the command of Admiral de Grasse, played a crucial role by blocking British reinforcements and supplies, which trapped British General Cornwallis and his troops on the Yorktown peninsula. This naval blockade prevented the British from receiving crucial reinforcements and supplies, ultimately leading to their surrender and marking a decisive victory for the American and French forces.
3. Option (A) is correct. The primary purpose of *The Federalist* papers, written by Alexander Hamilton, James Madison, and John Jay, was to advocate for the ratification of the Constitution and to explain the principles behind the proposed government structure. The essays aimed to persuade citizens and states to support the new Constitution by addressing concerns about the potential for tyranny and the strengths of a strong central government.
4. Option (B) is correct. The Lowell system represented a significant shift in American manufacturing and labor practices, moving away from small-scale, home-based production to large-scale, factory-based production. A primary characteristic of the Lowell system was the employment of young women from rural areas to work in textile mills. These young women, often referred to as "Lowell girls," were provided with supervised living quarters, educational opportunities, and a structured work environment.
5. Option (A) is correct. The Monroe Doctrine was issued in the context of the rise of independence movements in Latin America, which resulted in the emergence of a number of newly independent countries that were formerly under Spanish and Portuguese control. The United States sought to prevent future European interference in these newly independent nations, asserting its role as a protector of the Western Hemisphere.
6. Option (B) is correct. The Chinese Exclusion Act of 1882 reflects the significance of nativist sentiment as it was the first major federal law to restrict immigration based on ethnicity. This act specifically targeted Chinese immigrants, barring them from entering the United States and reflecting widespread fears and prejudices that Chinese laborers were taking jobs away from native-born Americans and undermining American cultural values.
7. Option (C) is correct. Ida B. Wells was a prominent activist who focused on anti-lynching campaigns. She worked tirelessly to expose the brutality and injustice of lynching through her investigative journalism and writings, such as *Southern Horrors: Lynch Law in All Its Phases*. Wells brought national and international attention to the issue of lynching, advocating for federal anti-lynching legislation and seeking justice for the victims of racial violence.

8. Option (D) is correct. The primary purpose of Franklin D. Roosevelt's fireside chats during the Great Depression was to explain New Deal policies and programs to the public. Roosevelt used these radio addresses to communicate directly with Americans, offering clear explanations of government actions and fostering trust and confidence in the government's efforts to combat the economic crisis. His conversational tone and straightforward language helped to ease public fears and build a sense of national solidarity.
9. Options (B) and (E) are correct. While proponents of imperialism believed in its benefits, promoting global political and economic self-determination was not one of the main arguments made by imperialists. Critics of imperialism often promoted self-determination over forced influence. Additionally, critics of American imperialism recognized that territorial expansion would lead to conflicts and the need to increase military funding.
10. Option (B) is correct. The War Industries Board was established to coordinate the production of war materials. The Board's efforts were crucial in ensuring that the United States military had the necessary resources to support their operations during the First World War.
11. Option (C) is correct. The primary role of the Navajo code talkers was to create and send secure messages using a code based on the Navajo language. This code was vital for maintaining secure military communications, especially in the Pacific Theater, and significantly contributed to the success of United States military operations because it was never broken by the enemy.
12. Option (D) is correct. The primary function of the caste system in ancient India was to organize society into hierarchical groups with specific roles and responsibilities. The caste system divided people into distinct social categories, such as Brahmins (priests and scholars), Kshatriyas (warriors and rulers), Vaishyas (merchants and farmers), and Sudras (laborers and service providers). Each caste had its own set of duties and responsibilities, which regulated social order and stability within the society.
13. Option (C) is correct. The most significant effect of the Peloponnesian War was the weakening of the Greek city-states. The protracted and devastating conflict exhausted the Greek city-states' human and material resources, making them vulnerable to external threats. This vulnerability was later exploited by Macedonia under Philip II and his son Alexander the Great, leading to the eventual conquest of Greece.
14. Option (B) is correct. The construction of the Silk Road facilitated international trade and cultural exchange between China and numerous other civilizations. This extensive network of trade routes allowed for the movement of silk, spices, tea, and other goods, as well as the exchange of knowledge, religious beliefs, technologies, and cultural practices. This interaction significantly affected the development of Chinese civilization by integrating foreign influences and enhancing economic prosperity.
15. Option (B) is correct. In his 1543 work *De revolutionibus orbium coelestium*, Nicolaus Copernicus proposed the heliocentric model of the universe, which places the Sun at the center and Earth and other planets orbiting it. This revolutionary idea challenged the long-held geocentric model supported by the Catholic Church and Ptolemaic system.

16. Options (B) and (E) are correct. The separation of church and state was a key idea proposed by Enlightenment thinkers such as Voltaire and John Locke. They believed that religious institutions should not wield power over government and that a secular state would better protect individual freedoms and promote rational governance. Freedom of speech and press were fundamental principles also championed by Enlightenment thinkers, including Voltaire and John Locke. They argued that free expression was essential for the progress of society, the advancement of knowledge, and the protection of individual rights.
17. Option (A) is correct. The French Revolution, which began in 1789, created the conditions that allowed Napoleon Bonaparte to rise to power. The revolution dismantled the existing feudal and monarchical structures in France, leading to political chaos and a power vacuum. Napoleon emerged as a military leader who promised stability and order. His subsequent military campaigns and the spread of revolutionary ideals, such as liberty, equality, and fraternity, fueled the rise of nationalism across Europe. These campaigns disrupted the old order and inspired nationalist movements in various regions.
18. Option (B) is correct. The Berlin Conference (1884–1885) was a meeting where European powers set rules and guidelines for the colonization and partitioning of Africa. It was instrumental in formalizing European claims to African land, marking the beginning of the Scramble for Africa.
19. Option (C) is correct. The “final solution” was the Nazi regime’s plan for the wholesale genocide of European Jews during the Second World War. This plan, which was carried out between 1941 and 1945, resulted in the persecution and elimination of six million Jews across the continent in what came to be known as the Holocaust.
20. Option (C) is correct. These structures often reflect the city’s history, heritage, and significant events or figures. They serve as physical reminders of the past and contribute to the city’s unique identity.
21. Option (C) is correct. River valleys often have rich, fertile soil that is conducive to farming. This fertility results from regular flooding, which deposits nutrient-rich silt and sediments onto the land. These alluvial soils are typically deep and loamy, providing an excellent medium for plant growth.
22. Option (B) is correct. Scale affects the level of detail and the area covered by the map, with larger scales showing more detail over smaller areas and smaller scales showing less detail over larger areas.
23. Option (C) is correct. A thematic map may use arrows or lines to show the movement or spread of people. When combined with other evidence, such a map can be used to examine the cultural impacts of migration, such as the spread of languages, traditions, and social practices from one region to another.
24. Option (B) is correct. Adherence to social norms, behaviors, and specific standards of etiquette that are recognized and valued by the group can indicate membership. This includes manners, gestures, rituals, and social conduct.
25. Option (A) is correct. The movement effectively used consumer boycotts to pressure growers and companies to negotiate with the union and improve labor conditions. The most famous boycott was the grape boycott, which mobilized consumers to stop buying grapes until the farm workers’ demands were met. This boycott gained national attention and widespread support from various organizations and the public.

26. Option (B) is correct. The Three-Fifths Compromise attempted to resolve disputes between northern and southern states over how to address the representation of enslaved individuals in Congress. By agreeing to count three out of every five enslaved individuals, the compromise allowed states with large enslaved populations to gain more representation in Congress than they would have had if only free persons were counted. This resolution was crucial in balancing the interests of states with differing economic systems and levels of dependency on slavery.
27. Option (A) is correct. Political action committees (PACs) are primarily involved in raising money to support political candidates, parties, or policies that align with their goals and interests. They solicit contributions from individuals, corporations, unions, and other organizations. These funds are then used to support specific candidates or causes.
28. Option (B) is correct. States have the power to create and enforce environmental regulations that are more stringent than federal standards. States implementing their own environmental regulations in addition to federal laws is an example of federalism in action because it demonstrates how both levels of government can enact and enforce their own sets of rules on the same topic. This illustrates the balance of power and the ability of states to address specific local concerns while still adhering to overarching federal standards.
29. Option (C) is correct. An oligarchy is a form of government where a small group of people have control. Actions in an oligarchy are often geared toward preserving the power and privilege of the ruling elite. By centralizing authority, controlling resources, manipulating political systems, and suppressing dissent, the elite maintain their dominance and prevent challenges to their control.
30. Options (A) and (D) are correct. One of the essential purposes of a government in society is to maintain order and security by creating laws and regulations to protect citizens from harm, enforcing laws through police and judicial systems, and ensuring public safety. Another essential purpose of government is providing mechanisms for resolving disputes such as establishing legal systems, courts, and arbitration processes to handle conflicts between individuals, groups, and institutions. This function ensures that disputes can be resolved fairly and peacefully, maintaining social harmony and justice.
31. Option (C) is correct. The World Bank works to reduce poverty and support development by providing financial products and policy advice, as well as technical and research assistance to developing countries. Its efforts focus on areas such as education, health, public administration, infrastructure, financial and private sector development, agriculture, and environmental and natural resource management.
32. Option (A) is correct. Lower interest rates reduce the cost of borrowing for individuals and businesses. This can lead to increases in consumer spending on big-ticket items like houses and cars, and in business investment in capital projects.
33. Option (D) is correct. Opportunity cost is an economic concept that refers to the value of the next best alternative that is lost when pursuing a particular course of action. This option highlights the trade-off between investing in new technology and allocating funds to marketing. By choosing to invest in technology, the company gives up the benefits, such as increased brand awareness and potential sales, that could have been gained from its marketing efforts.

34. Option (B) is correct. Producers may reduce the quantity of goods they produce to avoid excess inventory and reduce costs. Scaling back production helps align supply with the lower demand, preventing an oversupply that could further depress prices.
35. Option (A) is correct. The primary goal of contractionary fiscal policy is to reduce inflation by implementing policy measures such as reducing government spending or increasing taxes. These actions help to decrease the total demand for goods and services in the economy, which can help to lower inflationary pressures, stabilize prices, and reduce inflation.

Understanding Question Types

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

Understanding Selected-Response and Numeric-Entry Questions

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

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

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

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

Understanding Constructed-Response Questions

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

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

Following are a few sample essay topics to review:

- *Brown v. Board of Education of Topeka*
 “We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other ‘tangible’ factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.”
 - A. What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
 - B. What was the rationale given by the justices for their 1954 ruling?
- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*
 - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
 - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.
- *“Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people who need a job.”*
 - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

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

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

General Assistance For The Test

Praxis Interactive Practice Test

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

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

ETS provides a free interactive practice test with each test registration. You can learn more [here](#).

Doing Your Best

Strategy and Success Tips

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

Develop Your Study Plan

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

Helpful Links

[Ready to Register](#) – How to register and the information you need to know to do so.

[Disability Accommodations](#) – Testing accommodations are available for test takers who meet ETS requirements.

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

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

[Getting Your Scores](#) – Find out where and when you will receive your test scores.

[State Requirements](#) – Learn which tests your state requires you to take.

[Other Praxis Tests](#) – Learn about other Praxis tests and how to prepare for them.



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

<https://praxis.ets.org>



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