



The *PRAXIS*® Study Companion

# Citizenship Education: Content Knowledge (5087)



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## Citizenship Education: Content Knowledge (5087)

### Test at a Glance

<b>Test Name</b>	Citizenship Education: Content Knowledge		
<b>Test Code</b>	5087		
<b>Time</b>	2 hours		
<b>Number of Questions</b>	120		
<b>Format</b>	The test consists of a variety of selected-response questions, where you select one or more answer choices. You can review the possible question types in Understanding Question Types.		
<b>Test Delivery</b>	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. United States History	27	22%
	II. World History	27	22%
	III. Government/Civics/Political Science	27	22%
	IV. Geography	19-20	17%
	V. Economics	19-20	17%

## About The Test

The Citizenship Education: Content Knowledge test is designed to determine whether an examinee has the knowledge and skills necessary for a beginning teacher of citizenship education in a secondary school. The test is aligned to the National Council for the Social Studies (NCSS) National Standards for Social Studies teachers.

The test requires the examinee to understand and apply knowledge, concepts, methodologies, and skills across the fields of United States history, world history, government/civics/political science, 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 120 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, and/or race, and/or content relating to Latin America, Africa, Asia, or Oceania.

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

## 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, whereas the use of “i.e.” to start a list of examples implies that the given list of examples is complete.

## Discussion Questions

In this section, discussion questions provide examples of content that may be included in the questions you receive on testing day. They are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. We do **not** provide answers for the discussion questions but 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. They are written 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. Understands basic North American geography, peoples, and cultures prior to European colonization
- B. Understands how and why European colonies in North America were founded and developed
- C. Understands how European, African, and Native American peoples interacted in North America during the colonial period
- D. Understands the origins of the American Revolution and its impact on the founding of the United States
- E. Understands the United States Constitution and Bill of Rights, the context that led to their writing and adoption, and their impact on the political development of the early United States
- F. Understands the causes and consequences of territorial expansion of the United States
- G. Understands the causes and consequences of 19th-century sectionalism, the Civil War, and Reconstruction
- H. Understands the relationships among industrialization, urbanization, and immigration in the late 19th and early 20th centuries
- I. Understands the political, economic, social, and cultural developments from the Progressive Era through the New Deal

- J. Understands the causes of United States participation in the First and Second World Wars and the consequences of the wars at home and abroad
- K. Understands the origins, development, and consequences of the Cold War both abroad and domestically
- L. Understands the impact of social, economic, and technological changes in the latter half of the 20th century (e.g., counterculture, globalization, information age)
- M. Understands the political realignment from the New Deal and the Great Society through the rise of conservatism
- N. Understands the ongoing impact of race, gender, and ethnicity throughout American history
- O. Understands how participants in the political process (e.g., presidents, the judiciary, Congress, political parties) engage in politics and shape policy
- P. Understands the emergence of the United States as a world power and the evolving role of the United States in the world
- Q. Understands the influence of religion throughout American history
- R. Understands major economic transformations that occurred in the United States (e.g., changes in technology, business, and labor)
- S. Understands the causes and consequences of changing patterns of immigration to the United States and internal migration within the United States
- T. Understands the struggles and achievements of individuals and groups for greater political and civil rights throughout United States history
- U. Knows the major developments in Pennsylvania history

### Discussion Questions: United States History

- Make your own timeline of United States history, starting with space for each century: 1400's, 1500's, 1600's, etc. (recognizing, of course, that Native Americans lived on the continent for thousands of years before that). Put the events listed in the study topics on your timeline in the correct century, then trace and describe in your own words important trends in cultural, intellectual, social, economic, political, and diplomatic history.
- Other trends to identify and describe in your timeline:
  - Migration—patterns and effects
  - Technology—important developments and their effects
  - Urbanization—patterns and effects
  - Religions—dominant religions, conflicts with each other and with government, influence on society and politics
  - The emergence of the United States as a world leader in the areas of military power, industry, finance, and politics



- Describe the history of North America before the settlement of European peoples, including the migration and settlement of Native American groups and their cultures.
- Describe interactions among European settlers and Native American groups during the colonial period and developments in Native American and United States relations throughout history.
- What economic factors attracted Europeans to North America?
- Describe the Spanish, French, and English colonies in North America
- What principles are included in the Declaration of Independence, the Articles of Confederation, the United States Constitution, the Bill of Rights, and how did these documents affect the development of the United States?
- Describe 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.
- What were the positions of the Founding Fathers regarding slavery?
- What were the major social, political, cultural, and economic developments throughout Pennsylvania history
- Who were the major historical figures and what were their contributions to Pennsylvania history until 1824 (e.g., William Penn, Benjamin Franklin)
- What are the major historical sites in Pennsylvania (e.g., Gettysburg, Philadelphia, and Pittsburgh)
- Describe the history of Pennsylvania's ethnic groups
- What were the political and economic causes and outcomes of the War of 1812?
- What was the influence of Jacksonian Democracy on the society, political climate, and economy of the United States?
- Describe manifest destiny and the expansion of the United States.
- What was the impact of westward expansion on the United States economy?
- What were the long-term trends or developments that contributed to the growth of sectionalism?
- Describe the successes and failures of attempts to solve regional political differences.
- Describe the roles of government leaders, compromises, and events regarding the growth of sectionalism in the United States.
- Describe the main figures, arguments, practices, and impacts of abolitionism in the antebellum United States.
- What were the causes, events, and impacts of the Civil War?
- What were the successes and failures of Reconstruction and the effects it had on society, states, the federal government, and individuals?
- Describe the push- and pull-factors that contributed to late nineteenth century immigration to the United States.

- Describe the reform efforts by Susan B. Anthony, W. E. B. Dubois, and Robert LaFollete and their impacts on United States society.
- Compare and contrast populism and progressivism
- What were the major successes, failures, and legacies of the New Deal?
- Describe the United States involvement in foreign wars during the 20th century, including the Cold War era and events of the late 20th and early 21st centuries (e.g., The First and Second World Wars, The Korean War, The Vietnam War, the wars in Iraq and Afghanistan).
- What were the roles of technology, education, domestic policy, and the economy on United States society throughout the 20th and early 21st centuries?

## II. World History

- A. Knows the formation, organization, and interactions of the classical civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E. to 500 C.E.
- B. Knows the main aspects of the transformation of classical civilizations as a result of invasions, trade, and the spread of religions in the period 300 to 1400 C.E.
- C. Knows the major political, social, and economic developments in Europe from the Renaissance through the Enlightenment

- D. Knows the major political, social, economic, and biological causes and effects of growing global interactions, including trade, exploration, and colonization in the period 1200 to 1750 C.E.
- E. Knows the major causes and consequences of revolutions, nationalism, and imperialism in the period 1750 to 1914 C.E.
- F. Knows the major ideological, economic, and political causes and consequences of the First and Second World Wars and the Cold War (e.g., Russian Revolution, decolonization)
- G. Knows the major developments of the post- Cold War world (e.g., growth of the globalized economy, rise of fundamentalism and nationalism)
- H. Understands how technological innovations and adaptations have shaped world societies
- I. Understands the roles of major world religions in shaping societies and effecting major historical turning points
- J. Knows the role of trade and other forms of economic exchange (e.g., tribute, gift giving) both within societies and in contacts between societies
- K. Understands the major political ideologies that have influences on the organization of societies in the modern world (e.g., totalitarianism, liberalism, nationalism)
- L. Understands the major economic transformations that have affected world societies (e.g., spread of the market economy, industrialization)



- M. Understands the major differences and similarities in family structure and gender roles across societies
- N. Understands the roles of both conflict and cooperation in shaping and transforming societies
- O. Understands the major demographic trends in world history and their effects.

### 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 some periods more than others? What do the periods say about historical interpretation? How do periods relate to long-term trends?
- Explain the significance of the following dates in world history: 220 C.E. and 476 C.E., 622 C.E., 1096 1099 C.E., 1200–1300, 1453, 1750–1780, 1789, 1870's, 1914–1918, 1939–1945, 1947, 1957, 1989.
- Describe the concepts of citizenship and democracy in ancient Greece and their similarities and differences in contemporary democracies.
- Describe the rise and fall of the Roman Empire, its successes and failures and its contributions to the development of Western society.
- Describe the developments in the social, cultural, economic, and political histories of societies in the Indian subcontinent (e.g., Hinduism and Buddhism, the caste system, interactions with other societies).
- What fundamental ideas and institutions arose from the cultures of India, China, Egypt, Greece, Rome, and Mesopotamia?
- Describe the role of Islam in Middle East and African history and its influence in Europe and Asia.
- Describe the interactions between the Islamic world and Medieval Europe during the Crusades.
- Describe Mesoamerican cultures and their interactions with early European explorers.
- Describe European societal changes from the medieval period to the Renaissance and the Age of Enlightenment (e.g., the Reformation, the Scientific Revolution).
- How did Enlightenment ideas affect the American, French, and Haitian Revolutions?

- Describe the onset of the first Industrial Revolution, the conditions that led to its emergence, and its effects on global society.
- What were the causes, major events, and effects of major political revolutions and independence movements (The American Revolution, the French Revolution, revolutions in Latin America)?
- Describe the emergence of totalitarian governments after the First World War.
- What were the effects of Western nationalism and imperialism?
- What were the similarities and differences among the Russian, Mexican, and Chinese revolutions?
- Describe the emergence of a global culture in the late twentieth century and its major elements and consequences

### III. Government/Civics/Political Science

- Understands aspects of Political Theory: major political concepts, major political theorists, political orientations (e.g., liberal, conservative)
- Understands aspects of United States Government and Politics: constitutional underpinnings, federalism, powers, structure, and processes of national political institutions, civil liberties and civil rights, political beliefs and behaviors, political parties, interest groups, and mass media
- Understands aspects of Comparative Politics and International Relations: forms of government (e.g., parliamentary, federal), major regime types (e.g., democracy, autocracy), major types of electoral systems, foreign policy; understands theories of international relations (e.g., realism, liberalism), international relations in practice (e.g., conflict, cooperation, diplomacy), power and problems of international organizations and international law

#### Discussion Questions:

#### Government/Civics/ Political Science

- Describe the main ideas of political theorists and their contributions to the development of forms of government and their institutions (e.g., Locke, Hobbes, Montesquieu).
- 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 are the effects of bicameralism on the exercise of legislative power?
- What are the major differences between the two chambers of Congress?
- Describe presidential powers.
- Describe the regulatory functions of government agencies and independent regulatory commissions.
- How do institutions affect the political process of the United States?

- Describe the influence of race, gender, class, and age on public opinion, individual beliefs, and political participation.
- What are the major differences between parliamentary and presidential systems?
- How does a country's electoral system affect its political parties?
- Describe some basic approaches to foreign policy (e.g., isolationism, multilateralism)
- Describe the major problems that international organizations face

#### IV. Geography

- A. Understands map types and projections and is able to acquire, organize, and analyze information from a spatial perspective
- B. Is familiar with the use of mental maps to organize spatial information
- C. Knows how to recognize and interpret spatial patterns (e.g., population density, literacy rates, infant mortality) presented at different scales from local to global
- D. Knows how to locate and use sources of geographic data (e.g., Census Bureau, Population Reference Bureau)
- E. Understands spatial concepts (e.g., location, place, region) and knows how to apply them to interpret data
- F. Understands how physical processes, climate patterns, and natural hazards affect human societies
- G. Knows the characteristics and spatial distribution of Earth's ecosystems

- H. Understands the interrelationships of humans and their environments
- I. Understands renewable and nonrenewable natural resources
- J. Understands spatial patterns of cultural (e.g., ethnic, linguistic, religious) and economic activities
- K. Understands patterns of migration (internal and international) and settlement (urban and rural)
- L. Understands the development and changing nature of agriculture (e.g., genetically modified crops, agribusiness, biotechnologies)
- M. Knows contemporary patterns and impacts of development, industrialization, and globalization
- N. Understands demographic patterns (e.g., composition, density, distribution) and demographic change
- O. Knows basic concepts of political geography, including borders, state formation, and contemporary areas of conflict

#### Discussion Questions: Geography

- What are the primary characteristics 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?
- How does each of the following factors influence climate: Latitude, ocean currents, winds, mountains, elevation, proximity to water?

- Where do most earthquakes occur and why do they occur there?
- What is an ecosystem and why is understanding ecosystems important?
- Be able to read and interpret population pyramids
- What regions of the United States grew more rapidly than others in the 20th and 21st centuries, and why?
- What are the major trends in ethnic composition of the United States population in the twentieth and twenty-first centuries?
- How does having a wide range of climate zones in Latin America influence the history of the region?
- How has having a limited supply of water influenced the historical and economic development of the Middle East?
- How do major human alterations of the landscape, such as the Panama and Suez Canals, affect economic, political, and cultural history?
- Name some changes that have occurred in the twentieth century in the use, distribution, and importance of natural resources.

## V. Economics

- Understands aspects of Microeconomics: scarcity, choice and opportunity costs, factors of production, economic systems, supply and demand, market efficiency and the role of government (taxes, subsidies, and price controls), distribution of income, personal finance, product markets, and behavior of firms
- Understands aspects of Macroeconomics: measures of economic performance—unemployment, inflation, and business cycle, aggregate demand and aggregate supply, fiscal policy, money and banking, monetary policy, international trade and exchange rates, and economic growth income, personal finance, product markets, and behavior of firms
- Understands aspects of Macroeconomics: measures of economic performance—unemployment, inflation, and business cycle, aggregate demand and aggregate supply, fiscal policy, money and banking, monetary policy, international trade and exchange rates, and economic growth.

### 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 affect a market?
- Define total product, average product, and marginal product
- What is the law of diminishing returns?
- What are 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?
- How do government policies attempt to regulate monopolies
- 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?
- Why do some people earn more than others
- What is the effect of the minimum-wage law on wages and employment in the labor markets?
- What are the major components of gross domestic product (GDP) and how is GDP measured in the United States?
- 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?
- Name the different types of unemployment
- How do you determine the equilibrium level of GDP of any economy?
- What are 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?
- What are the important tools of the Federal Reserve for controlling the supply of money?
- What is appropriate fiscal or monetary policies for dealing with the following?
  - Inflation
  - Recessions
  - Stagflation
- Why do nations trade and what can nations can gain from international trade?

- 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?
- What is 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 policies can a government pursue to raise the living standards of a country in the long run?



## Citizenship Education: Content Knowledge (5087) Sample Test Questions

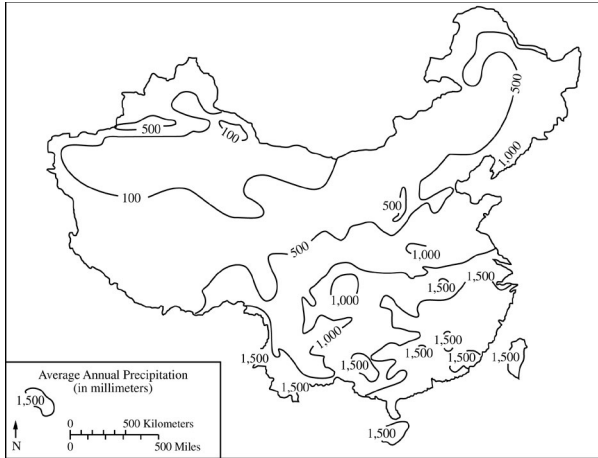
### Sample Questions

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:** The test consists of a variety of selected-response questions, where you select one or more answer choices, and questions where you enter a numeric answer in a box.

1. President Abraham Lincoln's Emancipation Proclamation declared free only those slaves who
  - (A) were living in the areas still in rebellion
  - (B) were serving in the Union armies
  - (C) were living in the border states
  - (D) had escaped to Northern states
  
2. The legal basis for the escalation of United States involvement in the Vietnam War was the
  - (A) declaration of war by Congress
  - (B) passage of the Gulf of Tonkin Resolution by Congress
  - (C) United Nations resolution condemning the North Vietnamese invasion of South Vietnam
  - (D) mutual defense provisions of the North Atlantic Treaty Organization (NATO)
  
3. In which of the following fields did Islamic civilization most influence Europeans at the time of the Crusades?
  - (A) Music
  - (B) Theology
  - (C) Mathematics
  - (D) Law

4. The term “Cold War” refers to the
  - (A) race between the United States and the Soviet Union to claim ownership of Antarctica
  - (B) contest between the United States and the European Union for economic domination in the West
  - (C) struggle between the United States and the Soviet Union to gain political hegemony in world affairs
  - (D) competition between the Soviet Union and China for the resources of the Pacific Rim
  
5. With which of the following statements would both Thomas Hobbes and John Locke most probably have agreed?
  - (A) Government authority is created as the result of a social contract.
  - (B) Government must enforce religious law to prevent moral decay.
  - (C) Government must enforce the majority's will regardless of the wishes of the minority.
  - (D) Government must bend to the will of the educated minority.
  
6. Which of the following is an example of a concurrent power?
  - (A) The printing and coining of money
  - (B) The power to declare war
  - (C) The process of naturalization
  - (D) The levying of taxes



7. The map above shows which of the following to be true about precipitation in China?
  - (A) The north receives more precipitation than the south.
  - (B) The driest region is the northeast.
  - (C) The southeast receives the most precipitation.
  - (D) The west receives more precipitation than the east.
  
8. If the tax rate for a single person with \$25,000 in taxable income is 24 percent, and the tax rate for a single person with \$20,000 in taxable income is 20 percent, the tax rate over this income range is
  - (A) regressive
  - (B) progressive
  - (C) proportional
  - (D) revenue-neutral



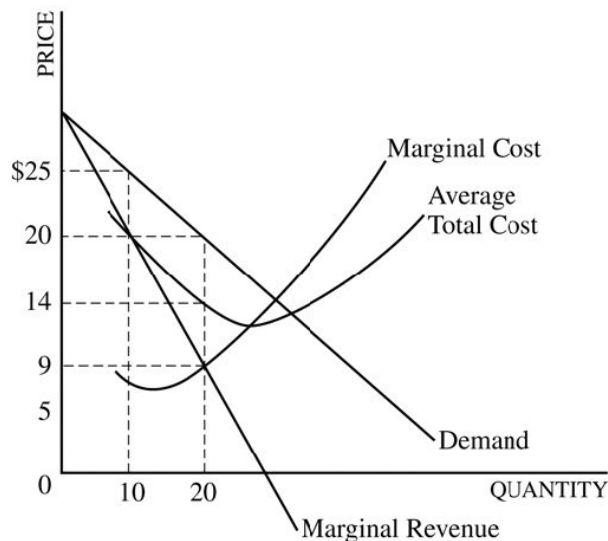
9. Which of the following best illustrates the definition of a functional region?
  - (A) A map showing Atlanta as a hub for Delta Air Lines
  - (B) An article describing the region referred to as the South
  - (C) A map showing North Carolina's 100 counties
  - (D) An essay explaining the region known as the Bible Belt
  
10. Which of the following people would benefit most if the value of the United States dollar increased relative to the Japanese yen?
  - (A) A United States car dealer importing Japanese cars
  - (B) A Japanese tourist vacationing in the United States
  - (C) A worker in the United States beer industry
  - (D) A Japanese baker buying United States wheat
  
11. Which of the following best defines federalism?
  - (A) A government in which the political leader is also the religious leader
  - (B) The concentration of government power in the hands of a small group of people
  - (C) The division of national power into different branches of government
  - (D) The division of a country's power into national and subnational units
  
12. The buildup of military forces and the formation of a rigid military alliance system were major causes of which of the following wars?
  - (A) The Spanish-American War
  - (B) The First World War
  - (C) The Second World War
  - (D) The Vietnam War

13. Which of the following fiscal policy actions is most expansionary?

- (A) Increasing both government spending and taxes
- (B) Increasing government spending and decreasing taxes
- (C) Decreasing government spending and increasing taxes
- (D) Decreasing both government spending and taxes

14. The government establishes a price floor in a market for a good in order to

- (A) eliminate a surplus in the market
- (B) eliminate a shortage in the market
- (C) help buyers of the good
- (D) help sellers of the good



15. Which combination of price and quantity of output maximizes profit for the firm whose cost and demand curves are shown in the graph above?

- |     | <u>Price</u> | <u>Output</u> |
|-----|--------------|---------------|
| (A) | \$25         | 10            |
| (B) | \$20         | 10            |
| (C) | \$20         | 20            |
| (D) | \$9          | 20            |

16. A geographer beginning a study of the cultural landscape within a specific region would most likely benefit from which of the following activities?
- (A) Describing and mapping the building types on a plat map
  - (B) Determining how many cars travel along the highway system
  - (C) Establishing the percentage of adults with a college education
  - (D) Graphing and analyzing economic data for the past century
17. The use of inexpensive labor in Asian countries by footwear companies based in the United States and Europe is an example of which of the following?
- (A) Primary economic activity
  - (B) Global division of labor
  - (C) Intervening opportunity
  - (D) Global-local continuum
18. Reindeer herding as an economic activity of the Sami in Norway is an example of which of the following types of diffusion?
- (A) Stimulus
  - (B) Hierarchical
  - (C) Relocation
  - (D) Contagious
19. Which of the following is a way in which Congress can influence the federal bureaucracy?
- (A) Increasing or decreasing departmental salaries
  - (B) Appropriating funds
  - (C) Appointing agency heads
  - (D) Dismissing cabinet secretaries
20. The purpose of an amicus curiae brief is to
- (A) influence the outcome of a Supreme Court case
  - (B) explain the reasoning of a Supreme Court decision
  - (C) request a writ of habeas corpus from the Supreme Court
  - (D) order a party to comply with a Supreme Court decision



21. Which of the following has contributed to low voter turnout in United States elections?
- (A) Robust political parties
  - (B) Voter registration requirements
  - (C) An increase in the average age of American citizens
  - (D) The Australian ballot
22. During President Dwight Eisenhower's administration in the 1950s, the federal government promoted significant changes in transportation in the United States by
- (A) establishing generous subsidies for urban mass transit
  - (B) sponsoring research to develop less polluting automobiles
  - (C) funding the construction of the interstate highway system
  - (D) funding the establishment of a national railroad passenger system
23. In 1924 the United States Congress passed a bill that significantly altered immigration patterns by
- (A) suspending further immigration from Latin America
  - (B) making it illegal for employers to hire or recruit undocumented workers
  - (C) promoting family unification, enabling close relatives of people already resident in the United States to be admitted
  - (D) reducing immigration quotas sharply, leading to a dramatic decline in immigration
24. Which of the following was a significant reason for the electoral success of Franklin Roosevelt's New Deal coalition during the 1930s?
- (A) A major shift of African American voters from the Republican to the Democratic Party
  - (B) A major shift of urban voters in Northern states from the Republican to the Democratic Party
  - (C) A focus on a bipartisan approach to major social and economic legislation
  - (D) A focus on mobilizing young voters
25. Which of the following was one social effect of the Second World War on the United States home front during the war years?
- (A) The proportion of women in the workforce increased substantially.
  - (B) Social segregation between African Americans and Whites in the southern United States rapidly diminished.
  - (C) The baby boom caused rapid population growth during the war.
  - (D) The generation gap grew more pronounced because many young people were alienated from the war effort.

26. Which of the following was a direct result of the First Opium War of 1839-1842?
- (A) The Chinese commissioner of trade in Canton (Guangzhou) banned the opium trade in that city.
  - (B) China was forced to open some of its ports to international trade.
  - (C) Chinese revolutionaries toppled the Qing dynasty.
  - (D) Chinese leaders set out to remake their economy along Western lines.
27. Which of the following statements reflects the Confucian worldview that figured prominently in classical Chinese culture?
- (A) Having faith in God will be rewarded in the afterlife.
  - (B) Life's ultimate goal is to escape the suffering inherent in the endless cycle of death and reincarnation.
  - (C) A life of quiet contemplation and isolation from worldly temptations will result in self-perfection.
  - (D) Observing rules of proper behavior toward others will ensure social and political harmony.
28. Which of the following groups was converted to Christianity in the tenth century C.E. by missionaries from the Byzantine Empire?
- (A) Franks
  - (B) Visigoths
  - (C) Russians
  - (D) Anglo-Saxons
29. Islam first spread to Indonesia through
- (A) military conquest by the Mughal empire
  - (B) mass migrations of African Muslims across the Indian Ocean
  - (C) Dutch colonization in the 18th century
  - (D) increased commercial contacts with Indian and Arab merchants

## Answers

1. Option (A) is correct. The Emancipation Proclamation freed only those slaves who were living in the states or parts of states still in rebellion. Lincoln feared that complete emancipation would cost the Union the loyalty of the border states (Missouri, Kentucky, Maryland, and Delaware), slave states that remained loyal to the Union. Moreover, Lincoln did not believe he had the constitutional authority to declare free those slaves living in areas loyal to the Union.
2. Option (B) is correct. There was no declaration of war by Congress. However, Congress did pass the Gulf of Tonkin Resolution, which authorized the president to “take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression.”
3. Option (C) is correct. At the time of the Crusades, when contact increased between Europe and the Islamic world, Islamic mathematicians were using sophisticated mathematical tools and concepts (algebra, zero, Arabic numerals) that were unfamiliar to Europeans. In the 12th century, European scholars became more aware of and interested in the contributions of Islamic mathematicians, and they made this knowledge available to the West in Latin translations.
4. Option (C) is correct. The term “Cold War” is used to describe the tense relationship that developed between the United States and the Soviet Union in the years immediately following the Second World War. During the Cold War, both the United States and the Soviet Union sought to extend their economic, diplomatic, and, at times, military influence in many parts of the world. Beginning in the late 1980s, dramatic changes in the Soviet Union and Eastern Europe led to a reduction in U.S.–Soviet tension and the end of the Cold War.
5. Option (A) is correct. Hobbes and Locke both agreed that government authority was established through a social contract, although their views on the nature of that authority differed.
6. Option (D) is correct. A concurrent power is a power shared by the federal government and state governments. Both the federal and state governments have the power to levy taxes.
7. Option (C) is correct. The map shows that the greatest amount of precipitation (1,500 millimeters on average) is in southeast China, compared to other areas that receive far less precipitation (less than 500 millimeters on average).

8. Option (B) is correct. A progressive tax rate is one in which the tax rate increases as income rises. In this example, someone earning \$25,000 a year is taxed at a higher rate than someone earning a lower income; thus, the tax rate is progressive.
9. Option (A) is correct. City civilizations developed early along the Nile River, the Sindhu (Indus) River, and the Yangtze, but not along the Amazon.
10. Option (A) is correct. If Appreciation in the value of the dollar results in a decline in the relative cost of importing foreign goods.
11. Option (D) is correct. Federalism is defined by the division of a country's power into national and subnational units. In the case of the United States, federalism refers to the division of authority between the federal and state governments. A government in which the political leader is also the religious leader is a theocracy. The concentration of government power in the hands of a small group of people is an oligopoly. The division of national power into different branches of government is separation of powers.
12. Option (B) is correct. The buildup of military forces by European powers and the formation of a rigid military alliance system pitting the Allies (primarily Great Britain, France, and Russia) against the Central Powers (primarily Germany, Austria- Hungary, and Serbia) is a common explanation for the origins of the First World War. These circumstances did not apply to the Spanish- American War, the Second World War, or the Vietnam War.
13. Option (B) is correct. Increasing spending by the government for purchase of goods and services increases total spending in the economy and raises aggregate demand and output. Lowering taxes has a similar impact on aggregate demand and output since it increases disposable income.
14. Option (D) is correct. The government at times attempts to alter the competitive market outcome, in some cases to help buyers and in other cases to help sellers. When the government wants to support the incomes of sellers, one way it can do it is by establishing an effective price floor.

15. Option (C) is correct. The profit- maximizing output occurs at the quantity at which marginal revenue equals marginal cost, and the price is set on the demand curve above this quantity. None of the other answer choices meet this criterion.
16. Option (A) is correct. A key component of the cultural landscape is building types. These are easily plotted on maps for spatial analysis and determination of cultural influences on the landscape.
17. Option (B) is correct. Innovations in communication and transportation systems have made it possible for corporations to move labor- intensive manufacturing activities to peripheral countries where labor is cheap, tax rates are low, and there are few regulations.
18. Option (A) is correct. Stimulus diffusion is a type of diffusion in which the concept is taken and applied to an established way of life. Thus, the activity of “herding” that developed first with cattle was transferred to the Sami who applied herding to their native reindeer, animals of the North. Cattle would not survive the environment of the Sami, but the concept of herding was definitely useful.
19. Option (B) is correct. Congress’ mechanisms of control are its powers to appropriate funds for agencies and regulatory oversight. The agency as part of the executive reports to the president, not Congress. But under the system of checks and balances in place, Congress does not have the authority to order the president to appoint or dismiss departmental heads or any other departmental staff members.
20. Option (A) is correct. Amicus curiae refers to someone, not a party to a case, who volunteers to offer information on a point of law or some other aspect of the case to assist the court in deciding a matter before it. The information may be a legal opinion in the form of a brief, a testimony that has not been solicited by any of the parties, or a learned treatise on a matter that bears on the case. The situation most often noted in the press is when an advocacy group files a brief in a case that could have broader implications. Such briefs are a way to introduce those concerns, so that the possibly broad legal effects of court decisions will not depend solely on the parties directly involved in the case. Amicus curiae is not about explaining court decisions or forcing compliance; and it is not about legal relief from unlawful detention.

21. Option (B) is correct. Voter registration requirements, it is widely thought, has erected bureaucratic barriers to voter turnout at elections. Robust political parties and heavy civic participation should work to counter the low turnout trend. An Australian ballot (a secret ballot) should, if anything, boost voter turnout. A printed ballot with the names of all candidates and the texts of propositions being voted on, the Australian ballot is distributed to the voter at the polls and marked in secret
22. Option (C) is correct. The construction of the interstate highway system was a major federal initiative of the 1950s, funded by an act of Congress in 1956. The federal government did not spend substantial amounts of money on research related to automobile pollution control, urban mass transit, or a national railroad system during this period.
23. Option (D) is correct. The National Origins Act, passed in 1924, restricted immigration dramatically. It did not, however, limit immigration from Latin America. The legislation did not address illegal immigration or family unification.
24. Option (A) is correct. African American voters by the time of the 1936 presidential election came to be a key element of the New Deal coalition, with large numbers shifting their support from the Republicans to the Democrats. The Democratic Party had long had substantial support among Northern urban voters. Roosevelt's legislative agenda was strongly opposed by the Republican Party. While many young voters supported the New Deal, mobilizing such voters was not a significant focus of the Democratic Party's strategy during this period.
25. Option (A) is correct. Large numbers of women took jobs in the growing industrial sector during the war to replace men who had joined the military. Social segregation did not diminish during the war years. The baby boom took place after the end of the war. The alienation of youth was not a matter of significant public concern during the war years.
26. Option (B) is correct. European powers forced China to open some ports to trade as a result of the Opium War.
27. Option (D) is correct. Confucianism teaches that the duty of mutually appropriate behavior in various interpersonal relationships is central to all human interaction. According to Confucianism, relationships within the family, such as parent-child and husband-wife, as well as more general social and political relationships, such as elder-junior and ruler-ruled, all entail an expectation of proper behavior by either side.



28. Option (C) is correct. The Russian Grand Prince of Kiev, Vladimir I, converted to Christianity in 988 C.E. and ordered the conversion of his subjects in the Byzantine (Greek Orthodox) rite. The Franks were converted by papal emissaries from Rome. The Visigoths began converting to Christianity as they came in contact with the Roman Empire. Anglo-Saxons were converted in part by Celtic Irish and Scottish missionaries and in part by Augustine of Canterbury, a missionary appointed by Pope Gregory the Great.
29. Option (D) is correct. The earliest spread of Islam in present-day Indonesia occurred as a result of the activities of Muslim merchants from India, Persia, and the Arabian peninsula, as well as by the proselytism of Muslim mystics (Sufis) who arrived with increased commercial contacts. Spreading first among Indonesian commercial and ruling classes, Islam gradually supplanted Buddhism and Hinduism as the dominant religion of the Indonesian archipelago by the 16th century.

## 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 taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

### Understanding Selected-Response and Numeric-Entry Questions

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

However, interactive question types may also ask you to respond by:

- 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. Essays and short-answer questions are types of constructed-response questions.

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. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Review a few sample essay topics:

- *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 because they 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 these 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 not 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 thought you wrote. Be sure not to 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.



To search for the *Praxis* test prep resources  
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