



The PRAXIS® Study Companion

Social Studies: Content Knowledge (5081)



ETS.
Professional
Educator
PROGRAMS

www.ets.org/praxis

Table of Contents

Social Studies: Content Knowledge (5081).....	3
Test at a Glance	3
About The Test	4
Content Topics.....	5
Discussion Questions.....	5
Social Studies: Content Knowledge (5081) Sample Test Questions	16
Sample Test Questions	16
Answers	26
Understanding Question Types.....	31
Understanding Selected-Response and Numeric-Entry Questions.....	31
Understanding Constructed-Response Questions	32
General Assistance For The Test	34
Praxis® Interactive Practice Test.....	34
Doing Your Best	34
Helpful Links	34

Social Studies: Content Knowledge (5081)

Test at a Glance

The Praxis Social Studies: Content Knowledge test is designed to assess whether an examinee has the knowledge and skills necessary for a beginning teacher of social studies in a secondary school.

Test Name	Social Studies: Content Knowledge		
Test Code	5081		
Time	2 hours		
Number of Questions	130		
Format	Selected-response questions.		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. United States History	26	20%
	II. World History	26	20%
	III. Government/Civics/Political Science	26	20%
	IV. Geography	19	15%
	V. Economics	20	15%
	VI. Behavioral Sciences	13	10%
	<i>All questions assess content from the preceding content categories.</i>		

About The Test

The Social Studies: Content Knowledge test is designed to determine whether an examinee has the knowledge and skills necessary for a beginning teacher of social studies in a secondary school. The test is aligned to the National Council for the Social Studies (NCSS) National Standards for Social Studies Teachers. 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/Civics, Geography, Economics, and Behavioral Sciences (Sociology, Anthropology, and Psychology).

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 130 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, 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.

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. 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 nineteenth-century sectionalism, the Civil War, and Reconstruction
- H. Understands the relationships among industrialization, urbanization, and immigration in the late nineteenth and early twentieth 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 twentieth 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

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.
- Explain interactions among European settlers and Native American groups during the colonial period and developments in Native American and United States relations throughout history.
- What were the economic factors that attracted Europeans to North America?
- Describe the Spanish, French, and English colonies in North America
- Describe the principles included in the Declaration of Independence, the Articles of Confederation, the United States Constitution, 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.
- What were the positions of the Founding Fathers regarding slavery?
- Explain 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.
- Explain the roles of government leaders, compromises, and events the growth of sectionalism in the United States.

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, 1492, 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 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 were the fundamental ideas and institutions that arose from the cultures of India, China, Egypt, Greece, Rome, and Mesopotamia?
- What was the role of Islam in Middle Eastern and African history and what was its influence in Europe and Asia?
- Compare and contrast 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 affected 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.
- Describe the causes, major events, and effects of major political revolutions and independence movements (the American Revolution, the French Revolution, revolutions in Latin America).
- Explain the emergence of totalitarian governments after the First World War
- Describe 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

- A. Understands political theory: major political concepts, major political theorists, political orientations (e.g., liberal, conservative)
- B. Understands 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; electoral process, political parties, interest groups and voluntary associations, and mass media

- C. Understands 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; the 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

- 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).
 - 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 differences between the two chambers of Congress?
 - Describe the extent of Presidential powers.
 - What are the regulatory functions of government agencies and independent regulatory commissions?
- How do institutions affect the political process of the United States?
 - What is 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?
 - What are the 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?
- What are the causes and effects of natural occurrences and where are they most likely to take place?
- What is an ecosystem is and why understanding ecosystems is important?
- Be able to read and interpret population pyramids
- Know what regions of the United States grew more rapidly 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 has having a wide range of climate zones in Latin America influenced the history of the region?
- How does having a limited supply of water influenced the historical and economic development of the Middle East?

- How has 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 microeconomics: scarcity, choice and opportunity costs, economic systems, factors of production, supply and demand, market efficiency and the role of government (taxes, subsidies, and price controls), and distribution of income, product markets, and behavior of firms
- Understands macroeconomics: measures of economic performance, unemployment, inflation, business cycle, 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 affects 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
 - degree of product differentiation
 - degree of control over price
 - conditions of entry
 - efficiency (allocative and productive)

- 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 are 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 GDP is measured in the United States?
- What are the shortcomings of GDP?
- What do price indices measure?
- How is the consumer price index (CPI) constructed and how is CPI used to convert nominal values into real values?
- What are the causes and costs of inflation?
- How is unemployment measured and how does the unemployment rate understate or overstate the amount of joblessness?
- What are the different types of unemployment?
- How is the equilibrium level of GDP of any economy determined?
- Explain aggregate demand curves and the factors that cause shifts in aggregate demand.
- How do economies adjust to changes in aggregate supply and aggregate demand?
- What are the causes of recessions and booms?
- What are the three functions of money, the measures of money supply, and the different kinds of money demand?
- What are the major functions of the Federal Reserve System?
- What is the role of banks in the money creation process?
- Describe the important tools that the Federal Reserve uses to control the supply of money.
- What is the relationship between real and nominal interest rates?
- What are the major fiscal policy tools and how does fiscal policy affect aggregate demand and aggregate supply?
- What are the appropriate fiscal or monetary policies for dealing with the following?
 - Inflation
 - Recessions
 - Stagflation
- Why do nations trade and what 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?

- Describe the relationship between a country's net exports and the international value of the country's currency.
- What is the role of productivity in economic growth?
- What are the determinants of productivity?
- What policies can a government pursue to raise the living standards of a country in the long run?
- What information is provided in the balance of payments account?
- 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?

VI. Behavioral Sciences

- A. Understands how human behavior is influenced by society and society's groups and institutions
- B. Understands how culture and cultural change, human adaptation, and diversity influence human behavior
- C. Understands how individual behavior is affected by learning, personal identity, and development

Discussion Questions: Behavioral Science

- Describe the major theoretical perspectives (e.g. functionalism, conflict, social interactionism)
- Describe the concepts of culture (e.g., norms, values, language)
- What is the impact on cultural diversity (e.g., ethnocentrism, global culture, subcultures, countercultures)?
- Describe the different types of socialization (e.g., anticipatory, resocialization)
- What are the causes and impacts of inequality, prejudice, and discrimination?
- What are the major theories of self and socialization (e.g., Mead, Cooley)?
- Describe the theoretical perspective on stratification (e.g., functionalist, conflict)
- Explain the major institutions (family, religion, educational systems, economic systems, political systems) and their functions
- What does the effect of media and technology have on all institutions and culture?
- What are the major subcultures in the United States?
- What are the cultural norms among subcultures?
- Explain the roles of stereotypes in discussing subcultures
- Describe psychology as an empirical science
- What are the major components of an experiment?

- What are the various approaches to psychology: Behavioral, Cognitive, Humanistic, Biological, Psychoanalytic, Evolutionary?
- What are the various approaches to psychology: Behavioral, Cognitive, Humanistic, Biological, Psychoanalytic, Evolutionary?
- Describe heritable and environmental factors in human development.
- Describe different theories of intelligence.
- Describe the principles and theories about physical, sensory, perceptual, cognitive, linguistic, emotional, social, and moral development.
- Explain the different theories describing the structures of personality (e.g., Freud, Eysenck, Maslow, Rogers, Adler, Horney).
- Explain how the basic process of memory works (encoding, storage, retrieval)
- What are the principles of classical conditioning?
- What are the principles of operant conditioning?

Social Studies: Content Knowledge (5081) Sample Test Questions

Sample Test 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)

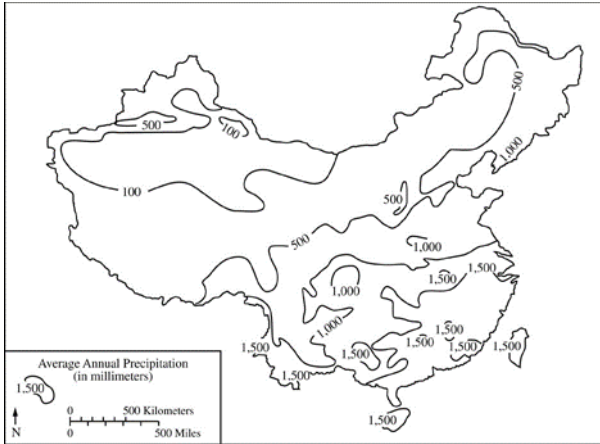
3. In which of the following fields did Islamic civilization most influence Europeans at the time of the Crusades?
 - (A) Music
 - (B) Theology
 - (C) Mathematics
 - (D) Law

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

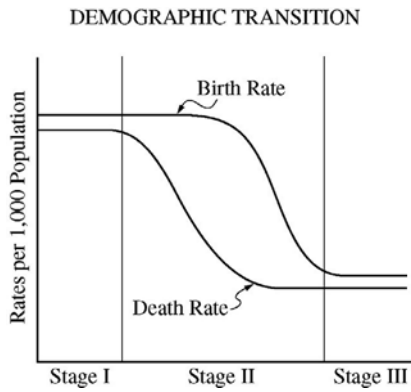
7. According to Erik Erikson, the primary dilemma faced in adolescence is
 - (A) industry vs. inferiority
 - (B) identity vs. identity confusion
 - (C) generativity vs. stagnation
 - (D) integrity vs. despair



8. 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.
9. 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



10. 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
11. 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



12. The graph above indicates that rapid population growth is most likely to occur in
- (A) stage I only
 - (B) stage II only
 - (C) stages I and III only
 - (D) stages II and III only
13. An increase in the real interest rate in the United States relative to its trading partners will most likely result in which of the following?
- (A) An increase in United States imports
 - (B) An increase in United States exports
 - (C) A decrease in the demand for the United States dollar
 - (D) A decrease in the United States trade deficit
14. Operant conditioning would be most useful for
- (A) determining whether a toddler is securely attached
 - (B) increasing on-task behavior in the classroom
 - (C) measuring a dependent variable
 - (D) preventing anterograde amnesia

15. Poverty as defined by the United States government is best understood as
- (A) the index value of government services such as Medicaid and public housing
 - (B) the concept of relative deprivation and is based on changes in the distribution of income
 - (C) an absolute level set in the 1960s and since adjusted to reflect inflation at the consumer level
 - (D) a concept based on lifestyle and measured on a sliding scale based on the needs of an individual
16. In one hour, Amanda can type five pages of a report or she can make 10 sandwiches. The opportunity cost of typing one page of a report is
- (A) 2 sandwiches
 - (B) 5 sandwiches
 - (C) 10 sandwiches
 - (D) 50 sandwiches
17. Some observers argue that a limitation of the official unemployment rate is that it understates the true unemployment level because it fails to include which of the following?
- (A) New entrants to the labor market
 - (B) People who are laid off and are looking for new jobs
 - (C) Discouraged people who have given up looking for jobs
 - (D) Full-time students looking for part-time jobs
18. 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

19. 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
20. The federal government can influence the policies of state governments through use of
- (A) grants-in-aid
 - (B) the line-item veto
 - (C) executive privilege
 - (D) separation of powers
21. According to Article III, Section 1, of the United States Constitution, judges “shall hold their offices during good behavior...” A consequence of this clause is that:
- (A) Congress cannot remove federal judges from office
 - (B) federal judges have political independence to fulfill their duties
 - (C) the president has no influence over the composition of the Supreme Court
 - (D) federal judges lack opportunity for advancement or promotion
22. People who believe their political views are important, that government will respect these views, and that their views can influence political affairs are said to have a strong sense of
- (A) political partisanship
 - (B) political alienation
 - (C) political allegiance
 - (D) political efficacy

23. Which of the following has reduced the power of political parties?

- (A) An increase in the number of direct primary elections
- (B) A surge in soft-money campaign contributions
- (C) Stricter voter registration requirements
- (D) A decline in the number of political action committees

"I counted seven ministers all preaching at once. . . . Some of the people were singing, others praying, some crying for mercy in the most piteous accents."

24. The quotation above describes group participation in an event that was most characteristic of which of the following?

- (A) A meeting of the Pennsylvania Quakers during the time of the Revolution
- (B) A frontier camp meeting of the Second Great Awakening during the early nineteenth century
- (C) A presentation to a Chautauqua Assembly during the late nineteenth century
- (D) A convention of the Women's Christian Temperance Union during the late nineteenth century

25. 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

26. The construction of a transportation network that included roads, canals, and steamboats that took shape in the United States in the early decades of the nineteenth century had which of the following effects in the years before the Civil War?

- (A) It decreased the need for immigrant labor.
- (B) It stimulated the development of a market revolution.
- (C) It weakened the plantation system in the southern states.
- (D) It transformed the United States into an international military power.

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. The map above best illustrates which of the following aspects about the unification of Germany between 1866 and 1871 ?
- (A) It was achieved through a combination of diplomatic and military means.
 - (B) It was led by the government of German-speaking Austria.
 - (C) The states that became part of unified Germany in 1871 had previously been allies of Austria.
 - (D) Prussians could vote for Parliament in the unified German state, but Germans from other states could not.

29. 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

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, President Abraham 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 twelfth 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 of 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. The powers described in (A), (B), and (C) are reserved to the federal government alone.
7. Option (B) is correct. Erikson stated that an adolescent needs to integrate previous experiences in order to develop a sense of “ego identity.”
8. 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).

9. 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.

10. Option (A) is correct. A functional region is defined by the particular set of activities or interactions that occur within it. A hub for an airline carrier is an example of the functional region.

11. Option (A) is correct. Appreciation in the value of the dollar results in a decline in the relative cost of importing foreign goods. An importer of foreign goods would thus benefit. U.S. goods would be relatively more expensive, so (B) and (D) are incorrect. (C) is also incorrect; a change in the value of the dollar would have no beneficial effect on a worker in the U.S. beer industry.

12. Option (B) is correct. In stages I and III, birth and death rates are approximately equal. Therefore, the rate of natural increase (population growth) would be quite low, even in the first stage in which the birth rate is high. In stage II, a decline in the death rate precedes a decline in the birth rate. It is in this middle stage that rapid and dramatic population growth would occur.

13. Option (A) is correct. If the real interest rate (that is, the interest rate adjusted for inflation) increases in the United States, foreign investors will transfer money to the United States in order to get a better return on investment. As a result, the dollar will increase in value relative to other currencies. The increase in the value of the dollar will, in turn, make imports to the United States cheaper, and consumers and businesses in the United States will, therefore, buy more imported goods.

14. Option (B) is correct. Operant conditioning involves the use of reinforcement to increase or decrease the frequency or intensity of a behavior. So, for example, a reward provided for on-task behavior might increase the frequency of this behavior. Operant conditioning is involved in creating behavior, not evaluating it, so (A) and (C) are incorrect. Also, because anterograde amnesia is caused by an organic process, such as disease or injury, operant conditioning cannot prevent it.

15. Option (C) is correct. The United States government in the 1960s set the “poverty line” as an absolute—the threshold below which families or individuals are considered to be lacking the resources to meet the basic needs for healthy living; having insufficient income to provide the food, shelter, and clothing needed to preserve health. The measure hasn’t changed much since then, with the exception of periodic adjustment for inflation, using the consumer price index.

16. Option (A) is correct. The opportunity cost of typing one page of the report is calculated as the reduction in the number of sandwiches divided by the gain in number of pages typed. Therefore, the opportunity cost of typing a page is $10 \div 5 = 2$ sandwiches.

17. Option (C) is correct. One of the reasons for understating the true unemployment level is that the official measure excludes discouraged workers— people who, after a long search, give up looking for jobs. These people are still unemployed, but they are not counted when calculating the unemployment rate.

(A) and (B) are incorrect since both new entrants and laid-off workers looking for new jobs are classified as unemployed. (D) is incorrect since full-time students are not part of the labor force.

18. 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. Primary economic activity (A) refers to extractive industries such as mining. Intervening opportunity (C) is not correct, because the concept relates to the attractiveness of a near site for an activity that diminishes the prospects of a site farther away. Although the global-local continuum is the idea that the world is comprised of interconnected series of relationships across space, (D) is not correct because the concept primarily refers to the direct effect that events at the global level have at the local level.

19. 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.

20. Option (A) is correct. A grant-in-aid is money coming from the central government for a specific project. This kind of funding is used when the government and the Congress have decided that the recipient should be publicly funded but operate with reasonable independence from the federal government. This is a clear way to exercise influence over the policies of state governments. The line-item

(B) veto pertains to the power of an executive (the president in the case of the federal government) to nullify or cancel specific provisions of a bill, usually budget appropriations made by Congress. Executive privilege (C) is the power claimed by the president and other members of the executive branch to resist certain subpoenas and other interventions by the legislative and judicial branches of government. It makes no reference to federal government influence over state governments. Separation of powers (D) is a model for the governance in democratic states, whereby authority is divided into branches or estates, each with separate and independent powers and areas of responsibility.

21. Option (B) is correct. The principle of separation of powers, most clearly spelled out in Article III, Section 1, is intended to render the judiciary free of executive or legislative influence. This life tenure arguably ensures judicial objectivity and impartiality. The other choices do not work, as judges can be removed by impeachment and conviction by congressional vote; note the use of the term “good behavior.” Presidents do have influence over Supreme Court appointments, and federal judges have ample opportunities for advancement through the court system.

22. Option (C) is correct. Political efficacy is defined as a person’s faith in his or her influence on the political process. It is indicative of trust in government and is commonly measured by surveys and used as an indicator for the broader health of civil society. As such, efficacy is not about allegiance to a political party or ideology, or the lack of such allegiance.

23. Option (A) is correct. The direct primary enabled individual voters to get around the system of entrenched party machine politics of the early twentieth century. The direct primary system allowed individual politicians to build power free from the encumbrances that the parties provided. Party organization and party leaders increasingly became less important and marginalized along with party principles and ideologies, as the identity of the candidate became the most visible factor. Voter registrations still tend to draw out ideological affiliation and self-identification as a Democrat or a Republican. Parties, however, have increasingly become less relevant as the ideological space they inhabit shrinks. All this comes at a time when issue-driven political action committees (PACs) and funding sources have continued to proliferate.

24. Option (B) is correct. Emotionalism and a high degree of mass participation were characteristic of the revivals of the Second Great Awakening. In comparison, a meeting of Quakers in the eighteenth century or a presentation to the Chautauqua Assembly or the Women’s Christian Temperance Union were likely to have been more restrained.

25. 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.

26. Option (B) is correct. By 1850, the United States had put in place a transportation network based on roads, canals, and steamboats. This network enabled factories and farms to get their goods to market much more efficiently and cheaply. Economic expansion increased the demand for immigrant labor; the plantation economy was also strengthened. The nation did not, however, become an international military power during this period.

27. Option (D) is correct. Confucianism teaches that the duty of mutually appropriate behavior in various interpersonal relationships is central to all human interaction. 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. Just as the harmonious functioning of the family depends on parents treating their children with kindness and children treating parents with filial piety, so the harmonious functioning of the state depends on the ruler treating the subjects with benevolence and the subjects reciprocating by being loyal to the ruler.

28. Option (A) is correct. The map shows that some German states joined the North German Confederation, and others joined the German Empire, on their own accord, while other German states were annexed by Prussia as a result of military victories (in the Prussian-Austrian War of 1866 and in the Franco- Prussian War of 1870–1871). The southern states that joined the Empire in 1871 (Bavaria, Baden, Württemberg, and Hesse-Darmstadt) had previously been allies of Austria (in the Prussian-Austrian war of 1866), but that is not reflected in the map.

29. 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.

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.

To search for the *Praxis* test prep resources
that meet your specific needs, visit:

www.ets.org/praxis/testprep

To purchase official test prep made by the creators
of the *Praxis* tests, visit the ETS Store:

www.ets.org/praxis/store



www.ets.org