



The *PRAXIS*® Study Companion

Middle School: Social Studies (5089)



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Middle School: Social Studies (5089)

The Praxis® Middle School: Social Studies test is designed to measure knowledge and competencies that are important for safe and effective beginning practice as a middle school social studies specialist.

Test at a Glance

Test Name	Middle School: Social Studies		
Test Code	5089		
Time	2 hours		
Number of Questions	90 selected-response questions (Part A); 3 constructed-response questions (short-answer essays) (Part B)		
Format	Selected-response and constructed-response questions		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. United States History	22	19%
	II. World History	18	15%
	III. Government/Civics	17	14%
	IV. Geography	17	14%
	V. Economics	16	13%
	VI. Short Content Essays 1. United States History, related to Government/Civics 2. World History, related to Geography 3. U.S. History, related to Economics or Geography OR World History, related to Economics or Government/Civics	3	25%

About The Test

The Middle School: Social Studies test assesses the knowledge and skills necessary for a beginning middle school social studies teacher. The test is based on the NCSS National Standards for Social Studies Teachers and measures examinees' knowledge and skills related to the following concepts: United States History, World History, Government/Civics, Geography, and Economics. Some of the selected-response and all of the short essay questions are interdisciplinary, reflecting the complex relationship among the social studies fields. Some questions are based on interpreting stimulus material such as written passages, maps, charts, graphs, tables, cartoons, diagrams, and photographs.

The three equally weighted short-answer/essay questions will focus on important historical events and issues, as well as on fundamental social studies concepts. These questions, which should take about 10 minutes each to complete and will together comprise 25 percent of the examinee's score, will emphasize the exercise of critical thinking skills, requiring the reading and interpreting of social studies materials (such as maps, charts, quotations); drawing inferences from such materials; and placing these materials in their historical, geographical, political, and economic contexts. The 90 equally weighted selected-response questions will constitute 75 percent of the examinee's score.

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. Chronological Developments in United States History

1. Understands basic North American geography and the peoples and cultures of North America prior to European colonization
2. Understands how and why European colonies in North America were founded and developed
3. Understands how European, African, and American Indian peoples interacted in North America during the colonial period
4. Understands the origins of the American Revolution and the challenges faced by the early republic
5. Understands the context that led to the writing and adoption of the United States Constitution and Bill of Rights and their impact on the political development of the early United States
6. Understands causes (e.g., Manifest Destiny, gold rush) and effects (e.g., displacement of native peoples, economic expansion) of territorial expansion of the United States in the 19th century
7. Understands causes and effects of 19th-century sectionalism, the Civil War, and Reconstruction

8. Understands the relationship among industrialization, urbanization, and immigration in the late 19th and early 20th centuries
9. Knows major political, economic, social, and cultural developments from the Progressive Era through the New Deal
10. Understands causes of United States participation in the First and Second World Wars and effects of the wars at home and abroad
11. Understands the origins, development, and effects of the Cold War both abroad and domestically
12. Understands social and political changes in the United States from the 1940s to the 1970s (e.g., Civil Rights movement, counterculture, conservatism)
13. Understands the impact of economic and technological changes in the latter half of the 20th century (e.g., globalization, information age)
2. Understands how participants in the political process (e.g., presidents, the judiciary, Congress, and political parties) engaged in politics and shaped policy
3. Understands the emergence of the United States as a world power and the evolving role of the United States in the world
4. Understands major economic transformations (e.g., in agriculture, business, and labor) that occurred in the United States
5. Understands causes and effects of changing patterns of immigration to the United States and internal migration within the United States
6. Understands the struggle and achievements by individuals and groups for greater political and civil rights throughout United States history

B. Major Themes in United States History

1. Understands ongoing impacts of racial, gender, and ethnic divisions throughout American 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 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. Chronological Developments in World History

1. Knows the formation, organization, and contributions of early civilizations in Africa, Europe, and Asia from 8000 B.C.E. to 1000 B.C.E. and in the Americas from 2000 B.C.E. to 1500 C.E.
2. Knows the formation, organization, and contributions of the classical civilizations of Greece, Rome, Persia, India, and China from 1000 B.C.E. to 500 C.E.
3. Knows how civilizations changed as a result of invasions, trade, and the spread of Islam and Christianity from 300 to 1400 C.E.
4. Knows causes and effects of the Renaissance, Reformation, and Enlightenment from 1400 to 1800 C.E.
5. Knows major causes and effects of growing global interactions from 1200 to 1750 C.E. (e.g., Columbian Exchange, colonization, the Plague)
6. Knows major causes and effects of revolutions, nationalism, and imperialism from 1750 to 1914

7. Knows major ideological, economic, and political causes and effects of the First and Second World Wars and the Cold War (e.g., Russian Revolution, decolonization)
8. Knows major developments of the post-Cold War world (e.g., growth of the globalized economy, rise of fundamentalism and nationalism)

B. Major Themes in World History

1. Understands how scientific inquiry, technological innovations, and adaptations shaped world societies
2. Understands the role of major world religions in shaping societies and effecting major historical turning points (e.g., the spread of Buddhism, the Crusades, Hinduism)
3. Knows the role of trade and other forms of economic exchange (e.g., tribute, gift giving) both within societies and in contacts between societies
4. Knows major political ideologies that have influenced the organization of societies in the modern world (e.g., fascism, liberalism, nationalism)
5. Understands major economic transformations that have affected world societies (e.g., feudalism, spread of the market economy, industrialization)

6. Understands the roles of both conflict (e.g., imperialism) and cooperation (e.g., United Nations) in shaping and transforming societies
7. Knows major demographic trends (e.g., urbanization, migration, population growth) in world history and their effects
8. Knows how exploration (e.g., continental, overseas, outer space) affects human societies
9. Understands how struggles for human rights and individual expression shaped various societies

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 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

A. United States Government and Civics

1. Understands the key concepts and ideas on which the United States government is based (e.g., popular sovereignty, separation of powers, rule of law)
2. Understands federalism and the basic relationship between the states and the national government
3. Understands the origins, development, interpretations, and ongoing impact of the United States Constitution

4. Understands the origin, role, and interactions of the three branches of the federal government
5. Understands the development and political impact of civil rights and civil liberties in the United States
6. Understands how the election process operates in the United States
7. Understands the role of political parties, interest groups and voluntary associations, and the media in the political process
8. Understands the rights, responsibilities, and duties of citizens

B. Comparative Government and International Relations

1. Understands the major characteristics of different political systems (e.g., democracy, republic, totalitarianism)
2. Understands the relationship between political systems and economic conditions

**Discussion Questions:
Government/Civics**

- 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 affects 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. Geographic Literacy

1. Understands relative and absolute location and the physical and human characteristics of “place”
2. Understands how to utilize characteristics to identify regions

B. Map Skills

1. Understands and interprets various types of maps
2. Understands latitude and longitude
3. Understands spatial patterns and their meanings
4. Is familiar with recent technological sources of geographic information

C. Physical Geography

1. Demonstrates knowledge of various types of physical features on the Earth’s surface
2. Understands the interrelationship between the environment and human activity
3. Knows the physical processes related to the formation of geographic features
4. Knows the basic patterns of climate, ecosystems, and natural resources

D. Human Geography

1. Knows spatial patterns of culture and economic activities
2. Understands basic population patterns
3. Understands basic patterns of land use
4. Understands patterns and interrelationships of migration, trade, and diffusion of ideas
5. Knows basic concepts of political geography
6. Understands how culture and cultural change, human adaptation, and diversity influence human behavior

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 patterns of natural occurrences and why do they occur in certain areas?
- 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

A. Microeconomics I

1. Knows the concepts of scarcity, choice, and opportunity costs
2. Knows the differences among market, command, and mixed economies

B. Microeconomics II

1. Demonstrates knowledge of types of market structure and the characteristics and behavior of firms in perfect competition, monopoly, oligopoly, and monopolistic competition
2. Demonstrates understanding of factor markets and the determination of income distributions and the returns to factors of production (wage, interest, rent, profits)

C. Macroeconomics I

1. Demonstrates understanding of gross domestic product (GDP) and its components
2. Demonstrates understanding of how unemployment is measured and its causes and consequences
3. Understands the principle of supply and demand
4. Knows how government intervention and public policies affect the economy (e.g., taxation, regulation)
5. Knows how consumer choices affect the economy

6. Understands basic principles of personal finance (e.g., budgeting, interest, investment)
 7. Understands how the factors of production (i.e., land, labor, capital, and entrepreneurship) affect economic activity
 8. Knows different measures of economic performance (e.g., GDP, unemployment, inflation)
 9. Understands basic functions of money and how it circulates through the economy
 10. Knows the interdependence of the global 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?

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 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 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?

VI. Short Content Essays

The three equally weighted short-answer/essay questions are designed to test knowledge of history and social studies and the ability to define and clarify issues, judge information, and draw conclusions.

In most cases, questions ask examinees to utilize these abilities in demonstrating an understanding of stimulus materials such as maps, graphs, charts, tables, cartoons, diagrams, quotations, or excerpts from documents.

Each of the three questions in the test will have both a history and a social studies component.

The three questions will be divided as follows:

1. United States History, related to Economics or Government/Civics
 2. World History, related to Economics or Government/Civics
- OR**
1. United States History, related to Government/Civics
 2. World History, related to Geography
 3. United States History, related to Economics OR Geography
- OR**
1. United States History, related to Government/Civics
 2. World History, related to Geography
 3. World History, related to Economics OR Government/Civics
1. United States History, related to Government/Civics
 2. World History, related to Geography

Middle School: Social Studies (5089)

Sample Test Questions

Sample Questions

The sample questions that follow illustrate the kinds of questions on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

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

1. “Rather than having to pay for costly fortifications, armies, and navies, this country enjoyed free protection provided by nature. Furthermore, for more than a century, British subjects manned and paid for the costly navy that policed and defended the Atlantic and provided this country cost-free added security.”.

The country that benefited from the added security referred to above was which of the following?

- (A) Germany
 - (B) Holland
 - (C) Sweden
 - (D) The United States
-
2. The majority of immigrants who arrived in the United States before the Civil War came from
 - (A) Northern and Western Europe
 - (B) Southern and Eastern Europe
 - (C) Latin America and the Caribbean
 - (D) Asia and the Pacific Islands

3. "They made us many promises, more than I can remember, but they kept only one: they promised to take our land, and they took it."

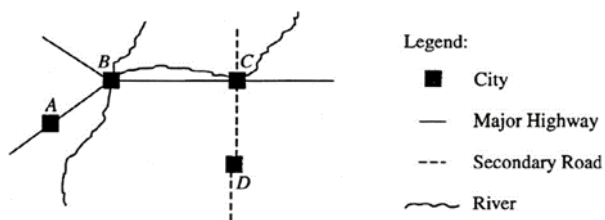
The statement above was most probably made by

- (A) an African American
 - (B) a Greek American
 - (C) a Polish American
 - (D) a Native American
4. Which of the following best summarizes the attitude of most delegates to the United States Constitutional Convention in 1787 toward the development of political parties?
- (A) Parties would be beneficial to the growth of democracy.
 - (B) Parties would eventually return the country to dependence on Great Britain because they were suggestive of rule by monarchy.
 - (C) Parties would divide the country into hostile camps and would be disruptive to the conduct of political affairs.
 - (D) Parties would ensure that the delegates would control the government of the new nation.
5. Which **TWO** of the following were major motivations for the outbreak of the French Revolution?
- (A) The excessive taxation of members of the nobility
 - (B) The growing popularity of Enlightenment philosophy
 - (C) The practice of slavery in the French colonies
 - (D) The political and social inequality of the three estates
6. Which of the following sets of countries are contained within the same geographic region?
- (A) Pakistan, India, Nepal, and Afghanistan
 - (B) Uruguay, Ecuador, Guinea, and Chile
 - (C) Thailand, Laos, Falkland Islands, and Philippines
 - (D) Namibia, Gabon, New Guinea, and Tanzania

7. According to the United States Constitution, the President has the power to
 - (A) negotiate treaties
 - (B) amend the Constitution
 - (C) impeach members of Congress
 - (D) raise and support an army

8. Which of the following is most essential to the successful functioning of a democracy?
 - (A) Three branches of government
 - (B) Participating citizens
 - (C) Direct election of the head of government
 - (D) Federalism

9. Early settlements and high population density along coastlines and rivers are best attributed to which of the following?
 - (A) Mediterranean climate
 - (B) Limited forest cover
 - (C) Growth of manufacturing
 - (D) Access to trade routes



10. On the basis of the information given in the map above, which of the cities has the greatest potential for economic development?
 - (A) A
 - (B) B
 - (C) C
 - (D) D

11. Workers in the United States widget industry (a small and specialized labor force) received a substantial increase in wages, making the hourly cost of their wages and benefits the highest for blue-collar workers in the U.S. and much higher than those of widget-producing workers in competing countries.

The wage increase described above is most likely to result in an increase in the

- (A) profits of widget companies in the United States
 - (B) sales of products that are made with widgets in the United States
 - (C) number of widgets imported into the United States
 - (D) number of widgets sold in the United States
12. "I was adamant about getting fathers into the labor room and into the delivery room. I was insistent about fathers attending parenting classes. The only way I would take parents was as couples. I wrote an article for a family magazine and encouraged them to put a father holding a baby on the cover. Today we see fathers pushing baby strollers, carrying babies on slings. We see men doing commercials for diapers and showing tender loving care. There have been tremendous changes. It is no longer considered 'unmasculine' to be affectionate."

The quote above is from a 1987 interview with an obstetrician who has been practicing medicine for decades. The changes mentioned by the obstetrician refer to changes in social

- (A) regulations
 - (B) norms
 - (C) policies
 - (D) instincts
13. The gross domestic product of a country is defined as the total Modeling with mathematics
- (A) output of goods and services sold in the country during a year
 - (B) output of goods and services consumed in the country during a year
 - (C) market value of all goods and services sold in the country during a year
 - (D) market value of all final goods and services produced in the country during a year

14. Which of the following will increase the demand for teachers?
- (A) Increasing the salaries of teachers
 - (B) Raising the retirement age for teachers
 - (C) Lowering the student-teacher ratio
 - (D) Consolidating school districts
15. The guest-worker program in western Europe attracts workers primarily from
- (A) the United States
 - (B) Latin America
 - (C) North Africa and Southwest Asia
 - (D) Australia and New Zealand
16. A similarity between the cities of Varanasi (Banaras) in India and Mecca in Saudi Arabia is that both are
- (A) capitals of countries formerly colonized by the English
 - (B) destinations for vast numbers of religious pilgrims
 - (C) financial centers for a large fraction of the world's economy
 - (D) examples of modern urban planning
17. The Jakota Triangle is a region consisting of large cities, numerous exports, increasing consumption of raw materials, and global financial connections. Which of the following lists the principle countries of this region?
- (A) France, Portugal, Spain
 - (B) Japan, South Korea, Taiwan
 - (C) Cuba, Haiti, Jamaica
 - (D) Iceland, Ireland, the United Kingdom

18. Which of the following is an example of the constitutional system of checks and balances?
- (A) A Supreme Court ruling that upholds a state law
 - (B) An interest group that lobbies Congress to reject proposed legislation
 - (C) A state that lobbies Congress for increased federal funding
 - (D) The impeachment and removal of a federal official
19. Which of the following is involved in the appointment and confirmation process of federal judges in the United States?
- (A) The president
 - (B) The chief justice of the Supreme Court
 - (C) The state governors
 - (D) The sitting judges on the United States Courts of Appeals
20. In addition to the power of control over the budget, Congress can control or influence the bureaucracy by
- (A) bringing public opinion to bear on an agency
 - (B) holding investigations into the activities of an agency
 - (C) ordering the president to reform an agency
 - (D) making an agency report directly to Congress
21. A similarity between *Brown v. Board of Education of Topeka* (1954) and *Miranda v. Arizona* (1966) was that the rulings in both cases
- (A) affirmed and protected civil rights under the Constitution
 - (B) involved the rights of those accused of crimes
 - (C) involved the issue of Jim Crow laws
 - (D) tended to limit the power of the federal government

“Fellow citizens, pardon me, allow me to ask, why am I called upon to speak here today? What have I, or those I represent, to do with your national independence? Are the great principles of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us?... I am not included within the pale of this glorious anniversary!... This Fourth of July is yours, not mine.”

22. In the speech excerpted above, the African American leader Frederick Douglass expresses his sentiments about the
- (A) triumph of freedom over slavery in the Civil War
 - (B) gap between democratic ideals and the reality of slavery
 - (C) horrors and injustices he personally experienced under slavery
 - (D) relationship between republican ideals and Reconstruction actions
23. Which of the following was a charge made by Senator Joseph McCarthy about dangers facing the United States in the 1950s?
- (A) There were a significant number of communists in positions of authority in the United States government.
 - (B) Most United States voters were sympathetic to the communists.
 - (C) The United States economy was threatened by cheap foreign imports.
 - (D) An increase in the rate of illegal immigration was threatening the stability of United States society.
24. The greatest expansion of direct European colonial rule in Africa occurred in which of the following periods?
- (A) 1450–1500
 - (B) 1750–1800
 - (C) 1850–1900
 - (D) 1900–1950

25. Which of the following was an outcome of the Paris Peace Conference in 1919 at the conclusion of the First World War, giving rise to tensions that would help lead to the outbreak of the Second World War?
- (A) The Treaty of Versailles forced Germany to give up land, population, and important resources.
 - (B) The Treaty of Versailles divided Germany into eastern and western states.
 - (C) The British gave control of Palestine to the Arabs living there.
 - (D) It was agreed to leave the Austrian Empire intact.
26. Which of the following best summarizes the contributions of Muslim scholars to the development of science in the period circa 700–1400 C.E.?
- (A) They worked in isolation from the Chinese and Indian scholars of the same period.
 - (B) They made advances mostly in medicine and the life sciences.
 - (C) Most of their works became known to European scholars only in the 19th and 20th centuries.
 - (D) They preserved the scientific tradition of the ancient world and expanded it greatly by their own discoveries.

Answers

1. Option (D) is correct. Of the countries named, only the United States enjoyed geographic isolation (“free protection provided by nature”). In addition, the British colonies that later became the United States constituted the only listed area that had been protected by the British navy.
2. Option (A) is correct. Prior to the Civil War, immigration to the United States came almost exclusively from Northern and Western Europe, with large numbers of people coming from Ireland, Great Britain, Germany, and Scandinavia. The immigration wave from Southern and Eastern Europe followed the Civil War, peaking in the late 19th and early 20th centuries. Immigration from Latin America and the Caribbean did not become significant numerically until the second half of the 20th century. Immigration from Asia and the Pacific Islands was significant in the last quarter of the 19th century and in the second half of the 20th century.
3. Option (D) is correct. Of the ethnic groups named, only the Native Americans were offered promises (in the form of treaties) that were broken with the result of being deprived of their land. African Americans were deprived of their freedom and their rights, but were not generally offered promises or deprived of land. Greek and Polish Americans experienced discrimination, but were offered no official promises and were not deprived of their land.
4. Option (C) is correct. The framers of the Constitution generally saw political parties (or factions, as they were commonly called at the time) as a great danger to the republican government that they were proposing. They feared that strong, organized political divisions could paralyze the republic or even split it apart. Several features of the Constitution were originally intended to minimize the impact of political parties.
5. Options (B) and (D) are correct. The demands of the Third Estate, which constituted the majority of the French population, for reforms of the French absolute monarchy based on Enlightenment ideals led to the early developments of the French Revolution.
6. Option (A) is correct. Pakistan, India, Nepal, and Afghanistan are all located in South Asia.
7. Option (A) is correct. The power to make treaties is specifically granted to the President in Article II of the Constitution. Under Article V, the power to amend the Constitution is reserved to the states and to Congress. Congress, under Article I, has the power to impeach the President, but the reverse is not true. Also under Article I, Congress has the power to raise and support an army.

8. Option (B) is correct—without the participation of its citizens, a nation cannot have a successful democracy. While the United States has three branches of government, this number of branches is not necessary for a successful democracy. Many successful democracies, including Great Britain, do not have direct election of the head of government. Federalism is a component of many, but not all, successful democracies. France, for example, does not have a federal form of government.
9. Option (D) is correct. Trade was an important activity for the success of early settlements.
10. Option (B) is correct. City B is at the confluence of two rivers and the crossroads of three major highways; since this is true of none of the other cities, City B has the greatest potential for economic development.
11. Option (C) is correct. The increase in the wages of widget workers has led to an increase in the cost of widgets produced in the United States. This will almost inevitably lead to an increase in the price of domestically produced widgets which will, in turn, lead to consumers seeking cheaper widgets—those produced in other countries.
12. Option (B) is correct. The obstetrician is discussing changes in people’s learned behavior made through education, encouragement, and example. No actions by government or another official body are mentioned, therefore eliminating regulations (A) and policies (C). Instincts (D) are not learned behavior but rather are innate and would not be affected by the obstetrician’s actions. “Norms,” society’s often unwritten and unspoken rules, serve to guide and control proper and acceptable behavior and can be affected by the type of actions that the obstetrician describes taking.
13. Option (D) is correct. This question is definitional; only (D) has the complete definition.
14. Option (C) is correct. Lowering the student-teacher ratio requires the creation of many sections of a class. Since additional teachers need to be hired to accomplish the task, the demand for teachers will increase. (A) is incorrect because increasing the salaries of teachers increases the number of people willing to teach, but it may decrease the number of teachers that will be demanded. (B) is incorrect; raising the retirement age for teachers limits the availability of vacancies. (D) is incorrect, since consolidating school districts may decrease the demand for teachers.
15. Option (C) is correct. Guest workers are solicited from nearby nations, often those with a colonial connection to the receiving nation. Since guest workers serve as temporary workers, proximity to the receiving country is important. Thus, although all have colonial ties to countries of western Europe, the United States (A), Latin America (B), and Australia and New Zealand (D) would not be likely source countries for western Europe because of the great distance.

16. Option (B) is correct. Varanasi (Banaras) is a holy city of the Hindus and the object of constant pilgrimages; Mecca is a holy city and principal pilgrimage destination of Islam.
17. Option (B) is correct. The European countries, (A) and (D), are not primarily exporting countries and only Ireland and the United Kingdom offer extensive financial connections. (C) is not correct because Cuba, Haiti, and Jamaica as a region do not have large cities, numerous exports, or an increasing consumption of raw materials.
18. Option (D) is correct, since the impeachment process is a tool to curb the power of the executive branch. A Supreme Court ruling upholding a state law is merely an affirmation of the state's powers. A state lobbying for increased Congressional funding or an interest group lobbying for a particular stand on legislation is merely affirming the power of the legislative body and is not a check on its powers.
19. Option (A) is correct. The president nominates federal judges, who are then confirmed by the Senate. None of the other officials listed above are involved in the process.
20. Option (B) is correct. Government agencies, as part of the executive branch, report to the president, not Congress, and Congress does not have the authority to order the president to reform an agency. However, Congress does have the power of regulatory oversight and the power to appropriate funds for agencies. Therefore, under the system of checks and balances, Congress can hold investigations into the activities of an agency.
21. Option (A) is correct. The Supreme Court in *Brown v. Board of Education of Topeka* ruled that segregated schooling denied "equal protection of the laws" guaranteed by the Fourteenth Amendment, while *Miranda v. Arizona* was based on the Fifth Amendment's protection against self-incrimination. Only *Miranda* dealt with the rights of the accused, and only *Brown* concerned Jim Crow laws. Neither tended to limit federal power.
22. Option (B) is correct. It indicates that Douglass was using a rhetorical device to emphasize the gap between the principles of freedom and justice championed in the Declaration of Independence and the continuing existence of a slave system in the United States. The quotation does not concern the Civil War, Douglass' personal experience, or Reconstruction.
23. Option (A) is correct. Senator Joseph McCarthy gained prominence based on charges that communists had attained positions of influence in the United States government. He did not, however, claim that most United States voters supported communists. Nor did he focus on the issues of imports or illegal immigration.

24. Option (C) is correct. The largest expansion of African territory directly under European colonial control took place in the late 19th century, especially in the wake of the Berlin Conference of 1884. During this period, Britain substantially expanded its colonial territories in West Africa (Nigeria), East Africa (Kenya, Uganda, etc.), and southern Africa (Rhodesia, Botswana, etc.); France acquired large territories in West Africa (Mauritania, Senegal, Mali, Niger, etc.), Central Africa (Chad, Congo-Brazzaville, etc.), and North Africa (Tunisia); Germany created a substantial colonial presence (Namibia, Tanganyika, Togo, etc.); Portugal consolidated and expanded its African colonies (Angola, Mozambique, etc.); and the Belgian king Leopold II acquired a huge personal fiefdom in central Africa (The Congo Free State).
25. Option (A) is correct. Germans believed that they had been cheated by the peace settlement agreed to in the Treaty of Versailles, and this sense of resentment later fueled the rise of the Nazi Party. The Treaty of Versailles did not break Germany up into western and eastern parts (B); that division took place after the end of the Second World War. The British did not give control of Palestine to the Arabs living there (C). Rather, in the Balfour Declaration, Britain indicated that it “view[ed] with favour the establishment in Palestine of a national home for the Jewish people.” The Austrian empire was broken up into various parts as a result of the peace conference, with Czechoslovakia, Yugoslavia, and Hungary created in its place.
26. Option (D). Muslim scholars of that period were largely responsible for the preservation of classical Greek and Roman texts and their eventual transmission to western Europe in the late Middle Ages. Under the generous patronage of the Abbasid caliphs and other Muslim rulers, Muslim scientists built on the foundation of classical science with numerous original discoveries in fields such as mathematics, astronomy, physics, chemistry, and medicine.

Sample Test Questions

This section presents sample questions and responses along with the standards used in scoring the responses. When you read these sample responses, keep in mind that they will be less polished than if they had been developed at home, edited, and carefully presented. Examinees do not know what questions will be asked and must decide, on the spot, how to respond.

Readers take these circumstances into account when scoring the responses.

Readers will assign scores based on the following scoring guide.

Scoring Guide

Score of 3

- Shows a thorough understanding of the stimulus (where appropriate)
- Provides an accurate and complete response
- Provides the analysis required by the question
- Applies appropriate subject matter knowledge
- May contain minor errors

Score of 2

- Shows an adequate understanding of the stimulus (where appropriate)
- Provides a mostly accurate and complete response
- Provides most of the analysis required by the question
- Applies mostly appropriate subject matter knowledge
- May contain significant errors

Score of 1

- Shows little understanding of the stimulus (where appropriate)
- Provides a basically inaccurate and incomplete response
- Provides little of the analysis required by the question
- Applies mostly inappropriate subject matter knowledge

Score of 0

- A totally or almost completely incorrect response; or simply rephrases the question

Sample Question 1

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?

Sample Response that Received a Score of 3

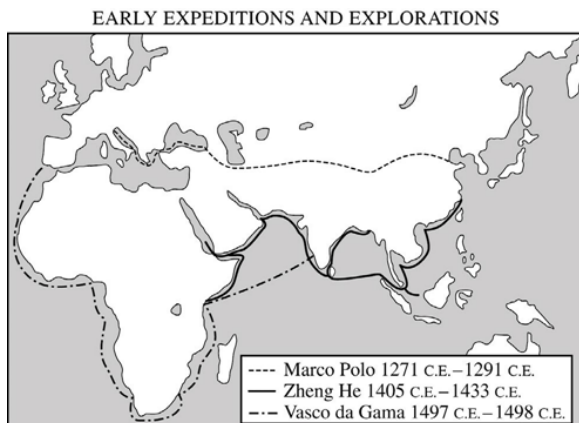
In 1954, the Supreme Court ruled that separate facilities are inherently unequal. This reversed the principle of legal segregation that was established by Plessy v. Ferguson in 1896. In Plessy, the court ruled that separate facilities for whites and blacks were constitutional as long as the facilities were equal.

The rationale for the 1954 ruling was based on the belief that minorities who are separated from the majority culture through racial segregation will not have access to the same experiences, opportunities and privileges as the majority population. The justices concluded that separate facilities could never be equal facilities and that legal segregation in public education would have to end.

Sample Response that Received a Score of 1

The Supreme Court doctrine issued in 1954 was the 14th Amendment. The rationale given by the justices was that separate did not mean equal. Minority students were not being educated by knowledgeable and well trained teachers. The facilities in which the minority students were to learn in were not adequate. The materials such as textbooks were not widely available to minorities. The segregation was anything but equal.

Sample Question 2



The map above shows the routes of some early expeditions and explorations. Choose one of these expeditions or explorations and then do the following.

- Describe the route of the expedition or exploration (its origin, destination, and any other information related to the route taken), and explain how geographic factors (terrain, ocean currents, prevailing winds) influenced the course of the expedition or exploration.
- State the reason for the expedition or exploration, and explain why the expedition or exploration was important.

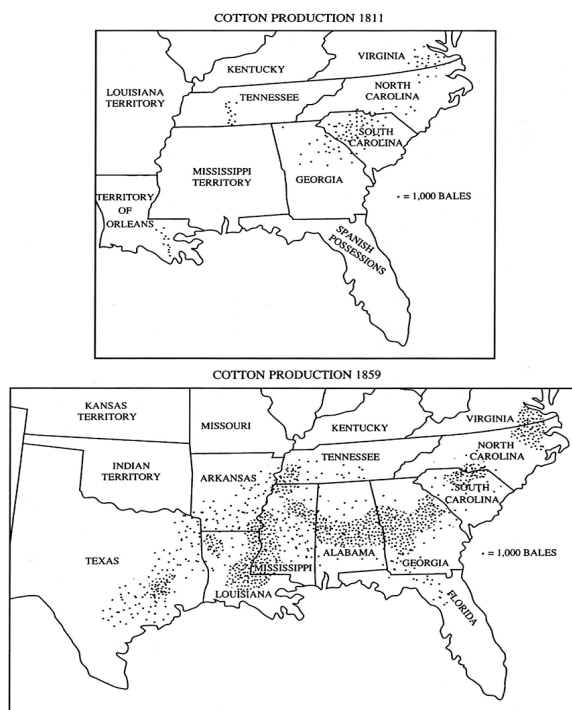
Sample Response That Received a Score of 3

- In the Ming Dynasty, the early emperors wanted to display to the world the splendors of China. Zheng He, a court ambassador, was ordered by his emperor to make voyages from China to south-eastern Asia, India, Arabia and Africa. From 1405–1433, Zheng He made 7 voyages to the Middle East and the eastern coast of Africa. Chinese merchant ships had been sailing in the Indian Ocean long before Zheng He's expeditions, and his voyages benefitted greatly from the knowledge accumulated during these earlier contacts. Zheng He planned the route of his voyages so that his fleet would benefit from the seasonal southwestern and northeastern Monsoonal winds and the Monsoon-related oceanic currents (drifts) of the Indian Ocean.
- The reason for the expedition was to collect gifts and to display to the world the wealth and power of China (in the Ming Dynasty). Although the Ming emperors forbade Chinese merchants to trade with foreigners because they thought the foreigners were inferior, the trade restrictions could not prevent the world from discovering China. Not long after, a Portuguese ship landed at China and in 1557 the Portuguese made a settlement on the southeastern coast of China at Macao, near Guangzhou. Jesuit missionaries built missions there and began to convert Chinese to Christianity. As they were well-educated in astronomy, math and arts, the Chinese learned western astronomy and math. Europeans who wanted China's teas, silk and porcelain brought sweet potatoes and corn from the Americas. The expedition was important because it made China known to the world and paved the way for trade between China and foreign countries and an exchange of culture.

Sample Response That Received a Score of 1

Marco Polo began his exploration from Italy, came down through the Mediterranean across Asia by land route. Marco was sent by his government in search of spices and gold and the mapping the world. At this time this was “the world” in the minds of the people. Vasco da Gama took off where Marco Polo left off and succeeded in traveling through the West Indies and around the Cape of Good Hope. Marco Polo, like most other explorers, were commissioned by their governments to seek new lands for Imperialistic purposes, seek slaves, seek spices which were high in demand and seek prestige for that country for having simply discovered something. Marco Polo succeeded in bringing “the Orient” to Italy

Sample Question 3



- (A) What do the two maps on page 26 reveal about the changes in cotton production in the United States between 1811 and 1859?
- (B) Based on your knowledge of United States history, briefly describe two key developments—political, economic, or technological—that brought about these changes.

Sample Response That Received a Score of 3

- (A) The two maps illustrate that cotton production was a minor production crop in 1811 and confined to mostly the mid-Atlantic states. It was harvested in the Carolinas with pockets in Tennessee, Virginia and Georgia. Obviously, things had changed by 1859 with the most southern states producing the bulk of the cotton.

- (B) One reason for the increase in cotton production between 1811–59 was the introduction of The Cotton Gin. This machine revolutionized the way cotton was harvested. Another aspect was the stabilization of a larger slave population in the South. Cotton is labor intensive and the man power was available through the use of African slaves. Thirdly markets became larger for the cotton. Trade continued to increase within North America as well as with Europe.

Sample Response That Received a Score of 1

- (A) From the 2 maps shown, cotton production in the United States more than quadrupled from 1811 to 1859. In 1811, cotton production in the USA was limited to South Carolina and Georgia and some in Virginia, but in 1859, all of the South has been “overcome” by cotton production. It has even stretched west to eastern part of Texas. By 1859, cotton production which was formerly limited to 3 states has now spread to North Carolina, northern Florida, Alabama, Mississippi, Louisiana, Arkansas and Eastern Texas. Was formerly limited to 3 states has now spread to North Carolina, northern Florida, Alabama, Mississippi, Louisiana, Arkansas and Eastern Texas.
- (B) In the 1811 period, cotton production was limited mostly due to limited labor. But as soon as slaves were brought from Africa, labor was abundant and cotton production spread like wild fire.

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.

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- Practice test results for each content category

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Doing Your Best

Strategy and Success Tips

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

Develop Your Study Plan

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

Helpful Links

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

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

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

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

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

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

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

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