

Praxis Elementary Education CKT Social Studies (7815) Test

Section: 7811 Elementary Education Content Knowledge for Teaching • Total Questions: 10 • Format: Verified Q&A

1. The invention of gunpowder is attributed to which of the following classical civilizations

- (A) China
- (B) Greece
- (C) Japan
- (D) Rome

2. In order to explain the relative location of their favorite restaurant in town, students would most likely rely on which of the following types of information?

- (A) Contour lines and topographic features
- (B) Latitude and longitude
- (C) Street names and intersections
- (D) Altitude and elevation

3. Which of the following student responses represents a misconception about the term 'entrepreneur'?

- (A) Entrepreneurs often take personal financial risks in order to provide a new service for consumers.
- (B) Entrepreneurs work for large corporations to produce goods for consumers.
- (C) Entrepreneurs are people who start their own businesses.
- (D) Entrepreneurs sometimes develop new kinds of software to sell to computer companies.

4. Which of the following statements is the primary goal of the activity?

A second-grade class earned \$120 from a bake sale students organized. As a class, the students decided to donate the proceeds to one of two charity organizations. They researched each charity and discussed the merits of donating the money to each charity. After a discussion, the class voted on which charity would receive the money. The class decided to divide the money evenly between the two organizations.

- (A) The students will appreciate diversity and understand ways to resolve conflict.
- (B) The students will understand the role of consumers in a market economy.
- (C) The students will demonstrate responsible citizenship by voting to determine an outcome.
- (D) Students will recognize the importance of tolerance when voting in a democracy.

5. Which of the following is an example of human modification to the physical environment that has a negative global impact?

- (A) Building terraces on sloping lands for agriculture
 - (B) Recreational fishing using catch and release technique
 - (C) Extracting natural gas using offshore oil drilling
 - (D) Planting trees native to the environment
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6. A fifth-grade teacher is planning a lesson activity involving primary source documents written in favor of American independence from Great Britain before the American Revolution. Which TWO of the following documents should be included in the activity?

- (A) Common Sense, by Thomas Paine
 - (B) Republic, by Plato
 - (C) The Federalist papers, by Alexander Hamilton and James Madison
 - (D) The Virginia Declaration of Rights, by George Mason
 - (E) The Wealth of Nations, by Adam Smith
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7. A social studies teacher wants to assess students' critical thinking skills after a lesson on the classical Greek civilization. Which of the following activities would best facilitate critical thinking in students?

- (A) Listing the accomplishments of Greek philosophers and leaders
 - (B) Comparing and contrasting features of classical Greek democracy with modern democracy
 - (C) Creating a time line of events leading to the collapse of the classical Greek civilization
 - (D) Visiting a local museum exhibit on classical Greek art and architecture
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8. A fifth-grade teacher designs a lesson on the impact of the Bill of Rights in the twenty-first century. Which of the following assignments best supports this goal?

- (A) List each right in the order in which it appears in the U.S. Constitution.
 - (B) Draw a picture of a person or group in the community being protected by the Bill of Rights.
 - (C) Compare and contrast the United States Bill of Rights with the bill of rights of another country.
 - (D) Find a current-events article illustrating a person or group being protected by the Bill of Rights.
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9. A fifth-grade teacher wants to provide students the opportunity to apply their knowledge of physical features within the United States. Which of the following activities provides students with the most support to successfully demonstrate their knowledge?

- (A) Using the compass rose and distance marker to determine an accurate distance between a major mountain range and a major city
 - (B) Determining the longitude and latitude coordinates for major ports of entry along the border of the United States on a map
 - (C) Labeling the major mountainous regions within the United States on a map that has the outline of each state
 - (D) Looking at an aerial imagery map of the United States to identify and label well-known human-made landmarks throughout the country
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10. Mr. Brown teaches geography in a school district located near a national park featuring a large mountain range and a system of canyons. Many students in Mr. Brown's class often enjoy hiking and camping in the park on weekends. Which of the following lesson plans best incorporates the students' interests with an opportunity to apply their content knowledge of geography?

- (A) Students draw maps of the mountain range from memory and compare their maps to determine which ones most closely illustrate the terrain.
- (B) Mr. Brown takes students to the canyon and asks them to find evidence of erosion and sedimentation after learning about physical processes in class.
- (C) Students bring in photographs of their favorite trails and campgrounds and share their experiences with the class.
- (D) Mr. Brown shows the students a documentary video about the importance of conservation and preservation.