TEXES 4-8 SOCIAL STUDIES (118) PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

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How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

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Questions

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1. Which amendment lowered the voting age from 21 to 18?

A. 24th Amendment

B. 25th Amendment

C. 26th Amendment

D. 27th Amendment

2. Which domestic policy is associated with John Quincy Adams during his political career?

A. American System

B. Spoils System

C. Monroe Doctrine

D. Nullification Doctrine

3. Which issues did AGIF focus on?

A. Veterans' issues, education, and civil rights.

B. Labor rights and wage negotiations.

C. Environmental policy.

D. Trade and immigration policy.

4. The Inca Empire is noted for building which major infrastructure?

A. Roads

B. Canals

C. Paved highways

D. Telecommunication networks

5. The economic system most closely associated with communism is?

A. Traditional Economy

B. Market Economy

C. Command Economy

D. Mixed Economy

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6. Which New Deal program hired unemployed men to work on natural conservation projects?

A. Civilian Conservation Corps

B. National Recovery Administration

C. Works Progress Administration

D. Public Works Administration

7. Susan B. Anthony was a reformer who campaigned for which causes?

A. Women's rights, temperance, and abolition

B. Women's rights only

C. Temperance only

D. Abolition of slavery only

8. McCulloch v. Maryland established which principle?

A. Affirmed the supremacy of the national government over the states.

B. Upheld states' rights to tax federal institutions.

C. Established the right to bear arms.

D. Granted the right to a speedy trial.

9. The Civil Rights Act of 1964 outlawed discrimination based on which categories?

A. Age and disability

B. Race, Color, Religion, Sex, or National origin

C. Income level

D. Education level

10. Where were the Iroquois Confederacy originally located?

A. Upstate New York

B. Eastern Canada

C. Florida

D. California

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Answers

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1. C
2. A
3. A
4. A
5. C
6. A
7. A
8. A
9. B
10. A

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Explanations

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1. Which amendment lowered the voting age from 21 to 18?

A. 24th Amendment

B. 25th Amendment

C. 26th Amendment

D. 27th Amendment

Understanding how voting rights are defined by constitutional amendments helps explain this question. The amendment that lowered the voting age to 18 was ratified in 1971, setting the nationwide minimum voting age at 18 for all elections. This change reflected the idea that if 18-year-olds could be drafted for military service, they should also have a say in elections. It made 18-, 19-, and 20-year-olds eligible to vote nationwide, aligning voting rights with other adult responsibilities. Other amendments mentioned address different topics: one banned poll taxes in federal elections, another outlines presidential succession and disability, and another concerns congressional pay. None of these alter the voting age.

2. Which domestic policy is associated with John Quincy Adams during his political career?

A. American System

B. Spoils System

C. Monroe Doctrine

D. Nullification Doctrine

The main idea tested is which domestic policy John Quincy Adams championed. Adams was a proponent of the American System, a comprehensive plan to strengthen the U.S. economy from within. This approach called for protective tariffs to encourage American industry, a national bank to stabilize currency and credit, and federal funding for internal improvements like roads and canals to knit the country together. Adams believed the federal government should actively support infrastructure and industry to promote growth and national unity, even though such proposals faced political opposition at the time. Other options don't fit as Adams's domestic agenda. The Spoils System refers to rewarding political supporters with government jobs, a practice more associated with Jacksonian politics than with Adams's program. The Monroe Doctrine is a foreign policy declaration aimed at preventing European interference in the Americas, not a domestic economic policy. The Nullification Doctrine centers on states' rights and opposition to federal tariffs during the Jackson era, not Adams's domestic program.

3. Which issues did AGIF focus on?

A. Veterans' issues, education, and civil rights.

B. Labor rights and wage negotiations.

C. Environmental policy.

D. Trade and immigration policy.

The main idea here is understanding what the American G.I. Forum focused on after World War II. AGIF was formed to help returning veterans, especially Hispanic veterans, with the benefits and opportunities they were promised. Its work centered on veterans' issues, education, and civil rights—pushing for fair access to the GI Bill, equal educational opportunities, and broader civil rights protections. These areas define AGIF's priority agenda and set it apart from groups focused mainly on labor rights, environmental policy, or trade and immigration policy.

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4. The Inca Empire is noted for building which major infrastructure?

A. Roads

B. Canals

C. Paved highways

D. Telecommunication networks

The main idea is that the Inca built an extensive network of roads. This system, the Qhapaq Ñan, stretched across the Andes and connected major cities, provinces, and administrative centers. It wasn't just a few paths; it was a coordinated network that facilitated quick movement of people, goods, and information throughout the empire. Messengers called chasquis used these roads to relay messages rapidly between stations, effectively linking distant regions. The road system also supported military movements and administrative control, helping the empire administer such a vast territory. While some sections featured stone paving, the defining feature is the expansive road network itself, not canals or modern-style telecommunication networks. Canals were not the standout infrastructure of the Inca, and telecommunication in the modern sense didn't exist; the road-and-relay system served as the primary means of connectivity and governance. Paved highways, as a term, implies a modern asphalt road network, which doesn't accurately describe Inca roads across their varied terrain; the larger takeaway is the extensive road system connecting the empire.

5. The economic system most closely associated with communism is?

A. Traditional Economy

B. Market Economy

C. Command Economy

D. Mixed Economy

Communism is defined by centralized planning and state ownership of the means of production, where decisions about what to produce, how to produce, and how goods are distributed are made by the government. This fits a command economy, in which the government sets production quotas, allocates resources, and often determines prices. Traditional economies rely on customs and done-by-hand methods, and market economies rely on private individuals and businesses driven by supply and demand. Mixed economies combine elements of both market forces and government intervention, but neither emphasizes centralized planning and public ownership as the defining feature. So the system most closely associated with communism is the one where the state directs economic activity through central planning.

6. Which New Deal program hired unemployed men to work on natural conservation projects?

A. Civilian Conservation Corps

B. National Recovery Administration

C. Works Progress Administration

D. Public Works Administration

The idea being tested is recognizing which New Deal program matched the task of employing unemployed men for natural conservation work. The Civilian Conservation Corps was created to put young men to work on conservation projects—planting trees, building flood control and soil conservation structures, developing parks, and other natural-resource improvements—often in national or rural lands. This focus on environmental and resource-work distinguishes it from other programs: the National Recovery Administration aimed at industrial codes and recovery, the Works Progress Administration funded a broad range of public-works and relief projects, and the Public Works Administration financed large construction projects. Because the description centers on hiring men specifically for conservation projects, the Civilian Conservation Corps is the best fit.

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7. Susan B. Anthony was a reformer who campaigned for which causes?

A. Women's rights, temperance, and abolition

B. Women's rights only

C. Temperance only

D. Abolition of slavery only

She fought for women's rights, temperance, and abolition. In the 19th century, these reform movements were closely linked, and Anthony's work crossed all three areas. She led campaigns for women's suffrage and legal equality, helped promote temperance as part of broader moral reform, and began her public work in abolitionist circles, collaborating with anti-slavery activists. Because her impact spans all three causes, the best choice reflects her involvement in each area. Focusing on just one issue misses the breadth of her leadership and how these movements supported one another in that era.

8. McCulloch v. Maryland established which principle?

A. Affirmed the supremacy of the national government over the states.

B. Upheld states' rights to tax federal institutions.

C. Established the right to bear arms.

D. Granted the right to a speedy trial.

The main idea here is that the national government is supreme over the states. In McCulloch v. Maryland, the Supreme Court said Congress has powers beyond those listed in the Constitution if they're necessary and proper to carry out its duties, and that states cannot tax federal institutions. Allowing a state to tax a federal bank would interfere with and undermine the national government, so Maryland's tax was unconstitutional. This upholds the Supremacy Clause, making federal law the highest authority in the land. The other choices don't fit because they refer to rights (bearing arms, speedy trial) that aren't at issue in this case.

9. The Civil Rights Act of 1964 outlawed discrimination based on which categories?

A. Age and disability

B. Race, Color, Religion, Sex, or National origin

C. Income level

D. Education level

The main idea is recognizing which groups were protected by the Civil Rights Act of 1964. The act was designed to ensure equal treatment in key areas like employment, education, and public accommodations, and it prohibits discrimination based on race, color, religion, sex, or national origin. That exact list is what the law targets, making this option the best fit. Age and disability are protected by later laws, such as the Age Discrimination Act and the Americans with Disabilities Act, while income level or education level aren't the protected classes specified in this act. So, the categories listed—race, color, religion, sex, or national origin—are the ones outlawed.

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10. Where were the Iroquois Confederacy originally located?

A. Upstate New York

B. Eastern Canada

C. Florida

D. California

The key idea is knowing where the Iroquois Confederacy began geographically. The Haudenosaunee formed in the northeastern woodlands of what is now upstate New York, around the Mohawk River and the Finger Lakes region. This location mattered because it provided rich river networks and fertile land that supported the alliance among the five nations (Mohawk, Oneida, Onondaga, Cayuga, and Seneca) and later the Tuscarora. The Confederacy's central governance was tied to this homeland, with Onondaga serving as a ceremonial and political center. While some Iroquoian-speaking groups lived in nearby areas, the origin of the Confederacy itself is rooted in central upstate New York. Florida and California are far outside this homeland, and Eastern Canada, though connected culturally and linguistically to Iroquoian groups, is not where the Confederacy originated.

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Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

https://texes118.examzify.com

We wish you the very best on your exam journey. You've got this!

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