GED Social Studies Complete Prep

2026-2027

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1,750 Practice Questions



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Reza Nazari

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50 Full-Length Practice Tests

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10
Full-Length Tests
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PUBLISHER

Effortless Math Education Inc.
`www.effortlessmath.com`

EDITION

First edition, 2026
Paperback edition
ISBN 979-8-90703-561-4

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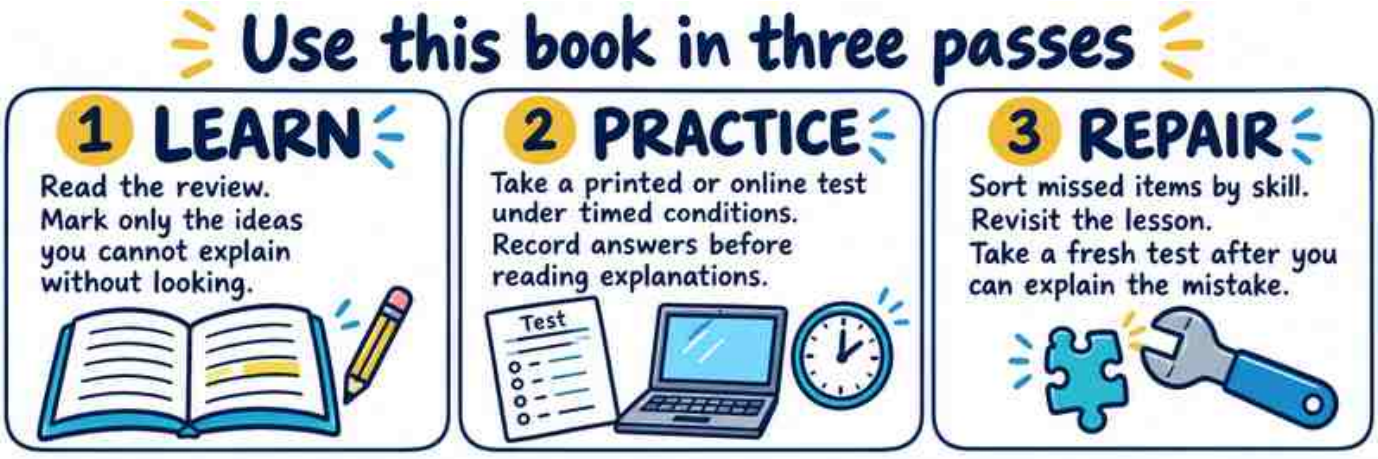
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This book contains 50 distinct practice tests. Printed Tests 1–10 each have a matching online companion. Forty additional tests, Online Tests 11–50, are available through the QR-code directory after the printed tests. Each practice test contains 35 questions and uses a 70-minute practice window. This is the book's consistent practice format, not a claim that every official GED test has exactly 35 scored questions. The official 70-minute test window also includes brief instructions and final review, so this practice window gives you slightly more time for the questions themselves. The printed pages also cannot reproduce every feature of the computer test.



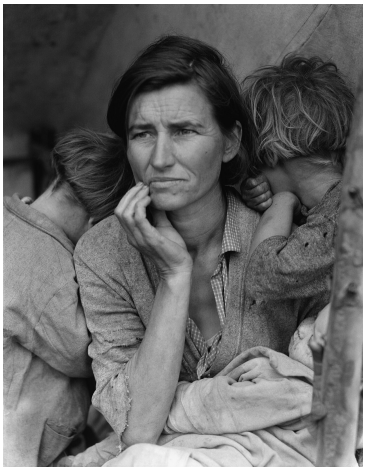
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3. Reading sources and building an evidence-based answer

3.1. Primary and secondary sources

A primary source is evidence created by a person, institution, or group connected to the time or event being studied. Examples include a law, letter, speech, diary, map, court opinion, photograph, government table, or meeting record. A secondary source explains or analyzes evidence after the fact. It may be a textbook passage, historian's essay, documentary, or news analysis. The labels describe a source's relationship to a question, not a permanent ranking of truth. A modern newspaper report can be a primary source for studying public reaction today, while a diary written during a war can still contain mistakes or a limited point of view.

Who made the source, and why? Check its date and intended audience as well. Then decide what kind of evidence it gives you. Council minutes record how members voted. To find out whether a new transit route saved commuters time, you'd need travel data. Likewise, a campaign speech records the candidate's message, while a census table gives population counts. Neither tells you all the reasons people voted or moved.



Dorothea Lange, March 1936. Farm Security Administration/Office of War Information collection, Library of Congress.

Read a photograph as evidence. Identify the photographer, date, place, caption, and reason the image was made. Describe what is visibly present before inferring what it means. Lange's photograph documents one family in Nipomo, California; it does not show how common those circumstances were, establish every cause behind them, or prove that a later policy worked.

Pin down the disagreement before choosing between two sources. Check their dates, populations, measures, and definitions. One writer may explain what a law was meant to do while another describes what happened after it took effect. Compare their evidence. They may be answering different questions, even if one sounds much more confident.



GED-style question. A historian wants to learn how a city council voted on a proposed transit route. Which source would most directly answer the question?

A. The council's official meeting minutes
B. A campaign speech given several years later
C. A photograph of passengers on a different route
D. A modern textbook paragraph about urban transportation

☞ **A**. Council minutes record the vote itself. A speech, photograph, or textbook might help explain the wider transportation issue, but you'd still have to find the council's recorded decision. Choose the source that answers this particular question.



Confidence is not evidence

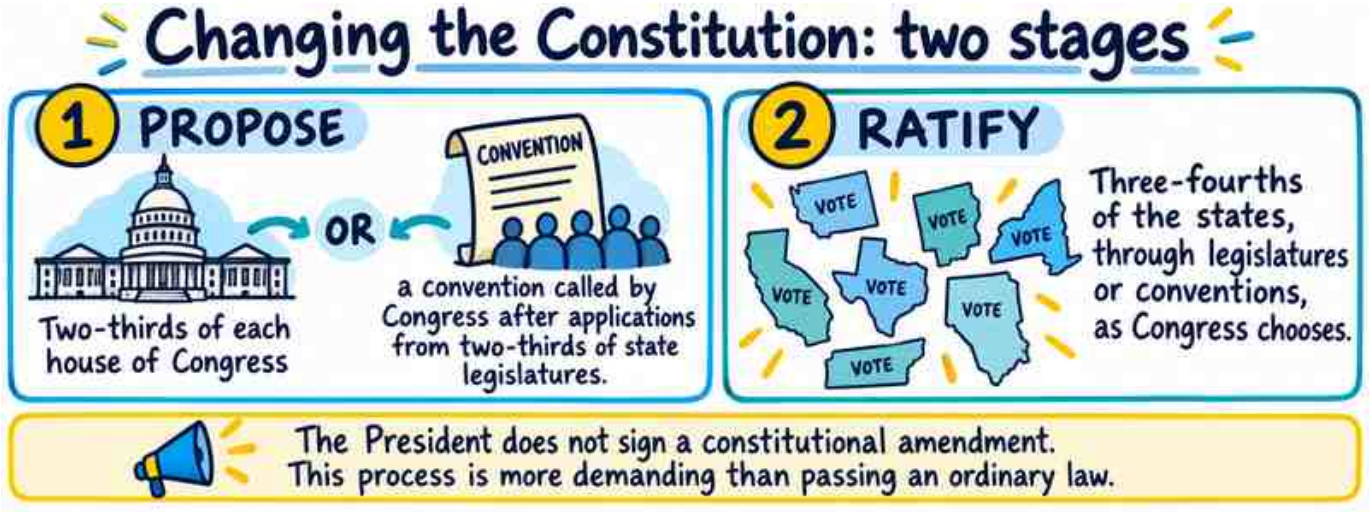
Evaluate a source's knowledge, evidence, and relationship to the event. A confident video may be useful, but its claims still need support.

3.2. Main ideas, details, and inference

The main idea is the central point a passage develops. A supporting detail may be accurate and still be too narrow to represent the whole passage. Read the opening and closing sentences, but do not rely on them alone. Notice repeated ideas, transitions, and the relationship between examples. If a passage describes several restrictions on voting and then explains their effects, its central point is broader than any one restriction.

An inference is a conclusion supported by the source even though the source does not state it word for word. A sound inference stays close to the evidence. If a table shows that urban population rose from 1.2 million to 2.4 million while rural population fell from 2.8 million to 2.1 million, you can infer that the urban share increased. You cannot conclude from those totals alone that every person who left a rural area moved to a city. Births, deaths, and other forms of migration could also affect the totals.

A guess fills a gap with an assumption. An inference uses evidence to fill that gap. When two choices sound plausible, return to the exact task and ask what you'd have to assume for each choice to work. Phrases such as *best supported*, *most likely*, and *according to the passage* keep your answer tied to the source.



4.4. Congress, the President, courts, and agencies

Congress is bicameral: the House and Senate must generally pass the same bill before it goes to the President. The House initiates revenue bills and has the sole power to impeach federal officials. The Senate tries impeachments, confirms many appointments, and gives advice and consent on treaties. These roles are distinct even though both chambers legislate.

The President signs or vetoes bills and directs the executive branch. A presidential veto can be overridden by a two-thirds vote in each chamber. Executive agencies administer laws and regulations under authority delegated by Congress. Courts interpret laws in cases and may review whether government action is constitutional. Judicial review is not a power to replace every policy choice with a judge's preference.

A veto, an appropriation, and a court ruling are different checks on power. The President may veto legislation. Congress controls appropriations and can override a veto, and the Senate confirms many appointments. Courts may invalidate unconstitutional actions. Match the action in the question to the branch performing it, then consider who can review or limit that action.



GED-style question. A bill passes the House and Senate, but the President vetoes it. Which step could still make the bill law?

A. The House alone approves it again by a simple majority.
B. The Supreme Court orders the President to sign it.
C. Two-thirds of the members present and voting in each chamber vote to override the veto.
D. A federal agency approves the bill.

☞ **C**. After a veto, both chambers must reach the two-thirds threshold to override it. A offers only a simple majority in the House. The courts can't order the President to sign the bill, and an agency administers laws rather than passing congressional bills.

4.5. Rights, liberties, and civic responsibilities

The Bill of Rights protects individual liberties and places limits on government. The First Amendment protects religion, speech, press, assembly, and petition. The Fourth Amendment limits unreasonable searches and seizures. The Fifth Amendment includes protections such as due process and the right against compelled self-incrimination. The Sixth Amendment guarantees rights in criminal prosecutions, including counsel and a speedy, public trial. These protections have legal boundaries and are interpreted through court decisions.

The Fourteenth Amendment requires states to provide due process and equal protection. The Fifteenth, Nineteenth, Twenty-Fourth, and Twenty-Sixth Amendments addressed voting restrictions based on race, sex, poll taxes in federal elections, and age for citizens 18 or older, respectively. A constitutional guarantee and its enforcement are not the same thing. History shows that people have had to organize, litigate, legislate, and protest to make rights effective.

Civic responsibilities include obeying lawful rules, staying informed, serving on juries when summoned, and participating in public life. Voting is a right and a central form of participation; eligibility and registration procedures are governed by law. When a prompt describes a protest, petition, court case, or public comment, identify the right or civic process involved and the limits that the source actually states.

4.6. Parties, elections, campaigns, and interest groups

Political parties organize voters and candidates around policy goals. A primary or caucus helps a party select nominees; a general election chooses among candidates for public office. In a presidential election, voters select electors under state rules. The electors cast votes for President and Vice President. Congress later meets in joint session to count the electoral votes; the Vice President presides in a ministerial role and announces the result. Do not describe a primary as the direct election of the President.

Campaigns use speeches, advertising, debates, fundraising, and outreach to persuade voters. Interest groups advocate for policies and may provide information, lobby officials, organize members, or support public campaigns. They can influence policy but do not hold the government's formal power to enact laws. The First Amendment protects several forms of political expression and petition.

An election percentage needs a denominator. Are you looking at registered voters, eligible voters, ballots cast, votes for a candidate, or electoral votes? Keep that group in view as you compare figures. A share of ballots cast

tells you about participating voters. A primary result identifies a party's nominee, with the general election still to come.

4.7. Public policy and participation

Public policy is government action on a public issue. Officials may identify a problem, debate proposals and their costs, adopt a law or regulation, and check the results once it is carried out. Actual policy work can loop back through these steps. New evidence, elections, court decisions, or public pressure can lead to revisions.



People influence policy through voting, contacting representatives, petitioning, public comment, peaceful assembly, journalism, community organizations, and litigation. These actions create attention and pressure; they do not guarantee a particular outcome. In source questions, distinguish the public's advocacy from the formal government action that changes a law.

GED-style question. A local group files a lawsuit arguing that a state rule violates the Fourteenth Amendment. Which government action would most directly resolve the constitutional claim in that case?

A. A court interprets the Constitution and issues a decision.
B. Congress conducts a general election.
C. The executive branch asks voters to petition the state.
D. A political party selects its nominee.

☞ **A**. The clue is *lawsuit*. A court decides the constitutional claim in that case. Elections, petitions, and party nominations are different processes. The court can resolve the legal question even if disagreement about enforcement continues.

5. U.S. history and historical reasoning

5.1. Before independence: settlement, labor, and competing interests

Long before European colonization, diverse Indigenous nations lived across the Americas. Their governments, economies, languages, and relationships with land differed. Avoid treating Native peoples as a single group or as