



Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

10 Political Science



TABLE OF CONTENTS

PART 1: General Information About the MTTC Program and Test Preparation

OVERVIEW OF THE TESTING PROGRAM	1-1
Contact Information	
Test Development Process	
Characteristics of the Tests	
Test Administration	
Score Reporting	
HOW TO PREPARE FOR THE TESTS	1-4
Plan Your Course of Study	
THE DAY OF THE TEST: HELPFUL HINTS.....	1-5
Preparing for the Test Administration	
Test-Taking Tips	
Test Directions	

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION	2-1
TEST OBJECTIVES	2-3
SAMPLE MULTIPLE-CHOICE TEST QUESTIONS.....	2-7
ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS	2-13

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PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Foundations of Political Science	25%
U.S. Government	35%
History, Economics, and Geography	20%
Social Science Perspectives and Skills	20%

FOUNDATIONS OF POLITICAL SCIENCE

Demonstrate an understanding of basic political science terms, concepts, and theories.

Includes recognizing basic concepts (e.g., sovereignty, direct democracy) and theories (e.g., natural rights, interest group, social contract) of political science; and defining basic political and governmental terms (e.g., original intent, gerrymandering, filibuster, logrolling).

Demonstrate an understanding of historical and contemporary forms of government.

Includes recognizing the basic purposes of government (e.g., to manage conflict, to promote the general welfare, to establish justice); recognizing and comparing characteristics of various forms of government (e.g., oligarchic, theocratic, democratic, totalitarian, authoritarian); comparing the U.S. government with the governments of other nations (e.g., presidential vs. parliamentary democracy, federal vs. unitary system, two-party vs. multiple-party system); and analyzing the influence of historical and cultural traditions on the development of government (e.g., influence of Confucianism on the evolution of government in China, influence of the Enlightenment on U.S. constitutional democracy).

Demonstrate an understanding of international organizations and relations among nations of the world.

Includes recognizing the basic principles and functions of diplomacy; recognizing the structure, functions, goals, and limitations of the United Nations and other international organizations (e.g., International Monetary Fund, World Trade Organization, World Bank); recognizing the purpose of alliances, including regional political (e.g., European Union), economic (e.g., OPEC, NAFTA), and military (e.g., NATO); examining major events in twentieth-century diplomacy (e.g., Versailles Treaty, creation of Israel, partition of the Indian subcontinent, decolonization in Asia and Africa, Cold War); and analyzing major issues in contemporary international relations (e.g., economic globalization, environmental preservation, global terrorism).

Demonstrate an understanding of U.S. foreign policy.

Includes recognizing the roles of the president, Congress, and others in the formation of U.S. foreign policy; identifying the functions of major components of the U.S. foreign policy establishment (e.g., State Department, National Security Council, Central Intelligence Agency, Senate Foreign Relations Committee); analyzing cultural, economic, ideological, and other factors that have shaped U.S. foreign policy in the twentieth century; and analyzing major U.S. foreign policies (e.g., imperialism, isolationism, foreign aid, containment, international peacekeeping).

U.S. GOVERNMENT

Demonstrate an understanding of the evolution and establishment of the government of the United States.

Includes recognizing the structure and functions of governments in the original 13 colonies; analyzing political relations between the American colonies and Great Britain; examining the causes and consequences of the American Revolution; and analyzing debates surrounding the framing and ratification of the U.S. Constitution.

Demonstrate an understanding of foundational documents of the United States.

Includes recognizing major ideas and core democratic values expressed in the Declaration of Independence and the origins of those ideas; examining basic principles and core democratic values contained in the U.S. Constitution (e.g., separation of powers, popular sovereignty, limited government, rule of law); analyzing seminal documents related to the development of U.S. government and political thought (e.g., Articles of Confederation, Virginia and Kentucky Resolutions, Seneca Falls Declaration, Letter from Birmingham Jail); and examining landmark decisions of the U.S. Supreme Court concerning governmental powers (e.g., *Marbury v. Madison*, *McCulloch v. Maryland*, *Korematsu v. U.S.*, *U.S. v. Nixon*).

Demonstrate an understanding of the structure and functions of national, state, and local government in the United States.

Includes identifying the structure, functions, and powers of the legislative, executive, and judicial branches of the federal government; examining the operation of the system of checks and balances; defining and applying the concept of federalism; analyzing relationships among federal, state, and local governments; and recognizing basic features of state and local government in Michigan.

Demonstrate an understanding of political parties and the election process in the United States.

Includes recognizing major components of the U.S. election process (e.g., primary elections, Electoral College) and procedures for filling appointive offices (e.g., federal judges, cabinet secretaries); examining the structure, operation, and significant developments in the evolution of political parties in the United States; recognizing the role of third parties in the U.S. political system; analyzing factors affecting voter behavior and turnout in the United States; and analyzing the influence of interest groups, the media, and campaign finance on the electoral process.

Demonstrate an understanding of law in a democratic society.

Includes recognizing the basic purposes of law in a democracy; recognizing the basic types of law in a democracy (e.g., constitutional, common, administrative, statutory); defining basic legal terms and concepts (e.g., writ of habeas corpus, exclusionary rule, probable cause, injunction); recognizing basic court procedures in civil and criminal cases (e.g., subpoenas, pleadings, preliminary hearing, arraignment, trial); recognizing how bills become law in Congress; analyzing the role of lobbyists in the legislative process; examining how citizens can propose and approve laws through the initiative and referendum processes; and recognizing procedures for amending the U.S. Constitution.

Demonstrate an understanding of the rights and responsibilities of U.S. citizens.

Includes recognizing constitutional rights (e.g., due process of law, freedom of expression, equal protection of the laws); understanding legal obligations and civic responsibilities necessary for an individual's successful participation in democratic self-government; analyzing landmark U.S. Supreme Court decisions concerning legal and civil rights (e.g., *Plessy v. Ferguson*, *Brown v. Board of Education of Topeka*, *Miranda v. Arizona*); and analyzing ways in which democratic procedures can be used to promote social change and secure individual rights (e.g., labor movement, civil rights movements).

HISTORY, ECONOMICS, AND GEOGRAPHY**Interpret U.S. political history.**

Includes recognizing the chronological sequence of major eras within U.S. history and examining causes and effects of key events relating to political history within those eras.

Demonstrate an understanding of basic economic concepts and the operation of the U.S. economy.

Includes recognizing and applying basic economic concepts (e.g., scarcity, opportunity cost, supply and demand, comparative advantage); recognizing basic features of a free enterprise economy (e.g., voluntary exchange, economic incentives, competitive markets); examining relationships among major components of the U.S. economic system (e.g., consumers, business, organized labor, financial institutions); examining the role of government in the U.S. economy (e.g., monetary and fiscal policy, regulatory activities); and analyzing factors influencing the activities of U.S. producers and consumers in the global economy (e.g., exchange rates, trade pacts).

Demonstrate an understanding of basic geographic themes and their relationship to the political world.

Includes understanding the five fundamental themes of geography: location (e.g., identifying major land masses and bodies of water on a map), place (e.g., describing the natural and cultural features of an area), human/environment interaction (e.g., analyzing the influence of environmental features on human settlement and activities), movement (e.g., analyzing the transfer or migration of people, ideas, and goods and services from one location to another), and region (e.g., identifying unifying characteristics and boundaries of a region).

SOCIAL SCIENCE PERSPECTIVES AND SKILLS**Apply methods for acquiring, organizing, and presenting information from print and nonprint sources.**

Includes recognizing the characteristics and uses of various print, human, and electronic sources of social science information and methods of locating information in these sources; recognizing the uses of a variety of electronic technologies for accessing, managing, and presenting social science information; evaluating the validity and reliability of information; and identifying appropriate strategies for communicating social science information using a variety of formats (e.g., outlines, maps, charts, graphs).

Apply methods of conducting social scientific inquiry.

Includes posing questions; formulating hypotheses; identifying procedures for gathering and analyzing information to test a hypothesis; interpreting and synthesizing information from a variety of sources and recognizing alternative interpretations; drawing conclusions based on evidence and results; and applying methods for organizing and reporting results.

Apply methods for analyzing an issue that is a question of public policy.

Includes stating public policy issues and their related ethical, definitional, and factual issues as questions; tracing the origins of a public policy issue; and analyzing the various perspectives that people bring to an issue and factors that need to be considered when formulating and evaluating possible resolutions to a public issue.

Apply methods for discussing and writing about matters of public concern and standards for ethically responsible conduct.

Includes examining ways to use constructive conversation to clarify issues, consider opposing views, apply democratic values, anticipate consequences, and work toward making decisions; identifying strategies for composing coherent written essays that express positions on public policy issues and justify the position with reasoned arguments; and recognizing standards for ethically responsible conduct by members of society and the effects of an individual's actions on other people.

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Read the passage below; then answer the question that follows.

In primeval times, people lived in an anarchic state of nature. To reduce the disorder and uncertainty associated with such an existence, they formed communities in which individuals gave up their unlimited freedom to ensure the safety and well-being of all.

The passage above best describes a basic premise of which of the following theories of how government developed?

 - A. divine right theory
 - B. force theory
 - C. social contract theory
 - D. evolutionary theory
2. Historically, oligarchic forms of government have most often appeared in societies in which:
 - A. competition among different social classes undermined social harmony.
 - B. the government placed heavy restrictions on private economic initiative.
 - C. a small, wealthy elite dominated the primary social and economic institutions.
 - D. sacred texts dictated the conduct of social and economic activities.
3. Which of the following best describes the main purpose of the Organization of Petroleum Exporting Countries (OPEC)?
 - A. regulating the amount of oil produced by member nations
 - B. discovering new sources of petroleum resources
 - C. promoting the economic diversification of member nations
 - D. developing new markets for the sale of petroleum products
4. Which of the following colonial legacies most impeded the creation of stable governments among Africa's newly independent states during the second half of the twentieth century?
 - A. the establishment of political boundaries that ignored traditional differences among ethnic groups
 - B. the creation of systems of higher education that increased social stratification within African societies
 - C. the development of legal systems based on European principles of jurisprudence
 - D. the construction of transportation networks that bypassed areas that did not produce goods for global markets

5. The domino theory most influenced which of the following U.S. foreign policy initiatives?
- A. the airlift of food and supplies to Berlin in 1948
 - B. the shipment of arms to Israel during the 1960s and 1970s
 - C. the escalation of U.S. involvement in Southeast Asia during the 1960s
 - D. the naval quarantine of Cuba during the Cuban missile crisis of 1962
6. Which of the following most influenced Great Britain's decision to abandon its policy of "salutary neglect" and adopt a more intrusive and forceful approach to the government of its North American colonies during the 1760s?
- A. the opposition of many colonists to the activities of the Anglican Church in North America
 - B. the huge debt accumulated by Great Britain during the French and Indian War
 - C. the emergence of a colonial textile industry that competed with British manufacturers
 - D. the failure of colonial leaders to establish a permanent union of the colonies

7. Use the excerpt below from the Seneca Falls Declaration (1848) to answer the question that follows.

Caution indeed, will dictate that governments long established should not be changed for light and passing causes . . . But when a long train of abuses and usurpations, following unchangingly the same object, shows a plan to bring them under absolute control and tyranny, it is their duty to throw off such government, and to provide new safeguards for their future security. Such has been the patient suffering of women under this government, and such is now the necessity which forces them to demand the equal position to which they are entitled.

Which of the following best describes why Elizabeth Cady Stanton adopted the mode of presentation illustrated in the excerpt above?

- A. to link the movement for women's rights to the republican ideals of the Revolutionary era
- B. to criticize the moderate positions of existing women's rights organizations
- C. to establish the basis for a coalition between women and other groups deprived of their political rights
- D. to remind political leaders of women's contributions to the Revolutionary cause

8. The U.S. Supreme Court would most likely apply the concept of federalism in which of the following cases?
- A. a case involving a land dispute between two states
 - B. a case concerning the constitutionality of a state law imposing duties on certain types of imported goods
 - C. a case involving citizens from two different states
 - D. a case concerning the constitutionality of an admissions policy adopted by a state university
9. During the last three decades of the twentieth century, U.S. political parties declined in power on the national level largely because of:
- A. growing public disinterest in foreign policy issues after the Vietnam War.
 - B. an increase in the number of congressional districts that neither party is able to control consistently.
 - C. voters' growing frustration with congressional gridlock.
 - D. the increased influence of political action committees and the media on the electoral process.
10. Which of the following best describes the difference between civil law and criminal law as practiced in the U.S. legal system?
- A. Civil law deals with minor infractions of the legal code; criminal law addresses major violations of the legal code.
 - B. Civil lawsuits are decided on constitutional principles; criminal lawsuits are based on violations of state and federal statutes.
 - C. Civil law focuses on the settlement of disagreements between people or institutions; criminal law punishes people who break the law.
 - D. Civil law applies to cases involving the distribution of property; criminal law applies to cases involving the seizure or destruction of property.

11. Which of the following is most important for effective individual participation in democratic self-government?
- A. understanding the structure and functions of the government created by the U.S. Constitution
 - B. demonstrating a willingness to support political candidates of either major party
 - C. being able to make informed judgments about the advantages and disadvantages of public policies
 - D. recognizing factors that influence the policymaking process and outcome of elections
12. *Korematsu v. U.S.* was a 1944 U.S. Supreme Court case involving the internment of Japanese Americans living along the West Coast. As a loyal American citizen with no criminal record, Korematsu argued that the internment did not apply to him. Which of the following would have been the strongest constitutional basis for Korematsu's suit?
- A. the freedom of petition clause of the First Amendment
 - B. the unenumerated rights of the people clause of the Ninth Amendment
 - C. the privileges and immunities clause of Article 4
 - D. the equal protection of the laws clause of the Fourteenth Amendment
13. Which of the following best describes a major consequence of Franklin D. Roosevelt's New Deal?
- A. It was responsible for a significant redistribution of wealth from the wealthiest Americans to the nation's working people.
 - B. It weakened the influence of urban political machines in local, state, and national politics.
 - C. It established the principle that government has a responsibility to assist those in need during periods of economic distress.
 - D. It increased the political influence of the agricultural regions at the expense of manufacturing centers.
14. Which of the following best describes the main function of economic incentives in the U.S. economic system?
- A. determining the production options of a given mix of human and natural resources
 - B. reducing the social costs of economic change
 - C. guiding resources into the production of goods in greatest demand by consumers
 - D. expanding the economic freedom of workers, businesses, and consumers

15. The fundamental geographic theme of *region* is used by geographers mainly to:
- A. define areas that exhibit unity in terms of specified criteria.
 - B. identify and analyze linkages among areas.
 - C. assess an area's advantages and disadvantages for human settlement.
 - D. map the position of areas on the earth's surface.
16. A researcher is planning to use council records and treaties as primary sources for a study of how Great Plains Native Americans viewed their relations with the U.S. government during the nineteenth century. In so doing, the researcher should be most concerned about which of the following features of these documents?
- A. Much of what Native Americans experienced during the period was new to their cultures.
 - B. The language used in most treaties followed a standardized format that varied little from treaty to treaty.
 - C. All treaties had to be approved by the U.S. Senate before they could be implemented.
 - D. The words of most Native American speakers in council records were transcribed by white translators.
17. Which of the following best describes an important reason for formulating a hypothesis for a social science inquiry?
- A. to establish criteria for assessing the validity of data collected for the study
 - B. to help identify appropriate sources and research methods for the study
 - C. to evaluate the credibility of other analyses of the topic being studied
 - D. to help select an appropriate means of organizing data that have been collected for the study
18. Which of the following best describes an unethical form of argumentation?
- A. assuming that a questionable point has been proven when making an argument
 - B. employing faulty analogies to support an argument
 - C. focusing criticism on another speaker rather than on the speaker's argument
 - D. drawing conclusions from premises that do not lead to the conclusion

Read the passage below; then answer the two questions that follow.

When the Roosevelt Administration initiated the Social Security program during the 1930s, contributors paid one percent of their first \$3,000 into the retirement fund. By 1990, contributions had increased to 7.6 percent of income up to \$57,000. Nevertheless, the system today is threatened with bankruptcy. According to one estimate, by 2035 demands for payments will exceed expected tax revenue by \$7 trillion.

19. A policy analyst who is exploring the origins of the problem described above would be best advised to focus on which of the following?
- A. economic developments related to the growth of the nation's foreign trade deficit
 - B. demographic developments related to changes in immigration law
 - C. economic developments related to the decline of the nation's manufacturing base
 - D. demographic developments related to the post–World War II baby boom
20. *Conservative* politicians would be more likely than liberal politicians to support which of the following solutions to the problem discussed in the passage?
- A. Increase payroll deductions for all contributors to the Social Security retirement fund.
 - B. Give all citizens more responsibility for saving for their own retirement.
 - C. Eliminate the income cap at which contributors cease making payments to the Social Security retirement fund.
 - D. Allow groups not currently covered to participate in the Social Security retirement program.

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	C	Demonstrate an understanding of basic political science terms, concepts, and theories.
2.	C	Demonstrate an understanding of historical and contemporary forms of government.
3.	A	Demonstrate an understanding of international organizations and relations among nations of the world.
4.	A	Demonstrate an understanding of international organizations and relations among nations of the world.
5.	C	Demonstrate an understanding of U.S. foreign policy.
6.	B	Demonstrate an understanding of the evolution and establishment of the government of the United States.
7.	A	Demonstrate an understanding of foundational documents of the United States.
8.	B	Demonstrate an understanding of the structure and functions of national, state, and local government in the United States.
9.	D	Demonstrate an understanding of political parties and the election process in the United States.
10.	C	Demonstrate an understanding of law in a democratic society.
11.	C	Demonstrate an understanding of the rights and responsibilities of U.S. citizens.
12.	D	Demonstrate an understanding of the rights and responsibilities of U.S. citizens.
13.	C	Interpreting U.S. political history.
14.	C	Demonstrate an understanding of basic economic concepts and the operation of the U.S. economy.
15.	A	Demonstrate an understanding of basic geographic themes and their relationship to the political world.
16.	D	Apply methods for acquiring, organizing, and presenting information from print and nonprint sources.
17.	B	Apply methods of conducting social scientific inquiry.
18.	C	Apply methods for discussing and writing about matters of public concern and standards for ethically responsible conduct.
19.	D	Apply methods for analyzing an issue that is a question of public policy.
20.	B	Apply methods for analyzing an issue that is a question of public policy.