



*Michigan*

TEST FOR TEACHER CERTIFICATION  
**STUDY GUIDE**

**13 Anthropology**



# TABLE OF CONTENTS

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

---

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

## **PART 2: Test Objectives and Sample Test Questions**

---

<b>INTRODUCTION .....</b>	<b>2-1</b>
<b>TEST OBJECTIVES .....</b>	<b>2-3</b>
<b>SAMPLE MULTIPLE-CHOICE TEST QUESTIONS.....</b>	<b>2-7</b>
<b>ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS .....</b>	<b>2-11</b>

*Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.*

Copyright © 2007 Pearson Education, Inc. or its affiliate(s). All rights reserved.  
National Evaluation Systems, P.O. Box 226, Amherst, MA 01004

## **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
Basic Concepts and Skills	24%
Evolution of Cultures	20%
Economic and Political Dimensions of Culture	23%
Social and Expressive Dimensions of Culture	33%

### BASIC CONCEPTS AND SKILLS

#### Understand anthropology and its subfields.

Includes characteristics of anthropology and the anthropological perspective; issues and concerns of applied anthropology; differences between anthropology and related fields; and characteristics and concerns of physical anthropology, cultural anthropology, linguistic anthropology, and archaeology.

#### Understand anthropological terms and concepts.

Includes recognition of anthropological terms and concepts; and application of terms and concepts in given contexts.

#### Understand research methods and techniques used by anthropologists.

Includes identification of anthropological research techniques (e.g., participant observation) and their characteristics; and application of appropriate techniques for given research needs.

#### Apply procedures for locating and gathering social science information.

Includes the identification and use of reference sources to meet given needs; recognition of distinctions between primary and secondary research; and application of note-taking skills.

#### Apply procedures for translating, synthesizing, and organizing social science information.

Includes the interpretation and synthesis of information in written and graphic form; and the categorization and sequencing of data.

#### Apply analytical thinking skills in social science.

Includes drawing conclusions from stated information; evaluating sources of information; and assessing the validity of conclusions.

#### Apply problem-solving and research skills in social science.

Includes recognition of appropriate research topics and thesis statements; application of problem-solving steps; and identification of research methods or models for solving given problems.

### EVOLUTION OF CULTURES

#### Understand biological evolution and major trends in primate and human evolution.

Includes theories and processes of biological evolution; and major features of and issues related to primate and human evolution (including sociobiology).

**Understand cultural diversity and change.**

Includes the nature and causes of cultural diversity; processes of innovation, diffusion, and acculturation; and causes and effects of historical and contemporary change.

**Understand Paleolithic cultures.**

Includes characteristics and trends related to Paleolithic technology; subsistence systems; patterns of social organization; and forms of religious and cultural expression.

**Understand Neolithic cultures.**

Includes characteristics and trends related to Neolithic technology; subsistence systems; patterns of social organization; and forms of religious and cultural expression.

**Understand the role of technology in the evolution of culture.**

Includes ways in which technology has influenced cultural evolution; and the evolutionary significance of specific technological innovations in prehistory and history.

**Understand the role of domestication in the evolution of culture.**

Includes theories explaining the emergence of plant and animal domestication; and the significance of domestication for human populations and societies.

**Understand causes and effects of the emergence of cities and civilizations.**

Includes factors contributing to the development of cities and civilizations; and the significance of the emergence of cities for human populations and societies.

**ECONOMIC AND POLITICAL DIMENSIONS OF CULTURE**

**Understand hunting-gathering as a mode of subsistence.**

Includes characteristics, benefits, and limitations of hunting-gathering subsistence strategies; and the significance of a hunting-gathering mode of subsistence for populations and societies.

**Understand horticulture as a mode of subsistence.**

Includes characteristics, benefits, and limitations of horticultural subsistence strategies; and the significance of a horticultural mode of subsistence for populations and societies.

**Understand pastoralism as a mode of subsistence.**

Includes characteristics, benefits, and limitations of pastoral subsistence strategies; and the significance of a pastoral mode of subsistence for populations and societies.

**Understand intensive agriculture as a mode of subsistence.**

Includes characteristics, benefits, and limitations of intensive agricultural subsistence strategies; and the significance of an intensive agricultural mode of subsistence for populations and societies.

**Understand industrialization and economic development.**

Includes characteristics of industrialized societies; historical and contemporary trends related to industrialization; implications of mechanization and specialization for populations and societies; and problems related to economic development in world areas.

**Understand modes of economic exchange.**

Includes characteristics of reciprocal exchange, redistributive exchange, and market exchange; and the significance of types of exchange for relationships within and among societies.

**Understand issues related to technology, resource allocation, and division of labor in contemporary cultures.**

Includes the significance of technology and technological change in different types of contemporary societies; causes and effects of various patterns of resource allocation; and implications of types of division of labor, such as sexual division of labor, within societies.

**SOCIAL AND EXPRESSIVE DIMENSIONS OF CULTURE****Understand the structure and function of bands as sociopolitical systems.**

Includes the characteristics of bands; the nature of power and social control in bands; and the significance of a band-organized society for populations and cultures.

**Understand the structure and function of tribes as sociopolitical systems.**

Includes the characteristics of tribes; the nature of power and social control in tribes; and the significance of tribal organization for populations and cultures.

**Understand the structure and function of chiefdoms as sociopolitical systems.**

Includes the characteristics of chiefdoms; the nature of power and social control in chiefdoms; and the significance of chiefdom organization for populations and cultures.

**Understand the structure and function of states as sociopolitical systems.**

Includes the origins and characteristics of states; the nature of power and social control in states; and the significance of a state-organized society for populations and cultures.

**Understand marriage and the family in cross-cultural perspective.**

Includes forms of marriage and their cultural significance; types and functions of families; and relationships between family structures and society.

**Understand systems of kinship and descent.**

Includes the formation, organization, and significance of kinship groups; and alternative patterns of descent.

**Understand non-kin relationships and issues related to status and stratification in various types of societies.**

Includes features of kin-based versus non-kin-based societies; types of non-kin ties in stratified and non-stratified societies and their significance; distinctions between ascribed and achieved status; characteristics and implications of class, caste, and ethnic relationships; and the causes and significance of status differences and stratification.

**Understand religion and ritual in cross-cultural perspective.**

Includes alternative explanations of religion; forms and social functions of religion; types and significance of revitalization movements; and types and roles of ritual behavior, such as rites of passage.

**Understand language and the arts in cross-cultural perspective.**

Includes fundamental features of human language; the sociocultural significance of language and language diversity; issues related to the evolution of language; and relationships between the arts and society.

**Understand relationships between culture and personality.**

Includes processes of socialization; determinants and implications of psychological and cognitive variation within and between cultures; and issues related to gender role socialization.

## SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Which of the following best illustrates how the concept of cultural relativism influences the work of anthropologists?
  - A. An anthropologist examines a group's behavior within the context of the culture in which the behavior is found.
  - B. An anthropologist determines which of two cultural groups has developed a more effective approach to a particular problem.
  - C. An anthropologist compares the language structure and social behavior of different cultural groups.
  - D. An anthropologist shows how a group's culture has been influenced by other groups with which it has been in contact.
2. An anthropologist wishes to conduct research to investigate the role of a particular technological innovation in a region's cultural evolution. Which of the following best describes the sequence of steps that would most commonly be followed in conducting this type of research project?
  - A. develop a research design—collect data—form a hypothesis
  - B. form a hypothesis—develop a research design—collect data
  - C. collect data—form a hypothesis—develop a research design
  - D. develop a research design—form a hypothesis—collect data
3. Which of the following is the most accurate assessment of Paleolithic subsistence strategies?
  - A. Improvements in transportation enabled communities to raise living standards through the exchange of scarce resources.
  - B. The growing sophistication of agricultural implements was not matched by comparable advances in the areas of clothing and housing.
  - C. Technology was used to exploit existing resources of plants and animals for food but was not used to produce food.
  - D. The development of stock raising improved diets and relieved pressures created by increased population density.
4. Which of the following was both a major cause and consequence of the rise of specialized crafts in ancient civilizations?
  - A. increased demand for weaponry by hunters and warriors
  - B. changes in the family structure of urban residents
  - C. increased trade among different locales and regions
  - D. changes in the location of urban communities

5. Which of the following is the most accurate description of work patterns in hunter-gatherer societies?
- A. Both men's work and women's work include a variety of different tasks.
  - B. While most women have standard work routines, men are able to change the tasks they perform from day to day.
  - C. Both men and women are trained to perform a narrow range of specialized tasks.
  - D. Most men perform specialized functions, while women are expected to assist males at a variety of tasks.
6. The social dislocation and conflict that often accompanies rapid economic development in non-Western societies can generally be attributed most directly to changes in which of the following?
- A. changes in the socioeconomic class structure
  - B. patterns of urban location
  - C. means of transportation and communication
  - D. size and structure of the basic family unit
7. Reciprocal exchange is likely to be most prevalent in societies in which:
- A. the main economic problem is providing adequate employment for the populace.
  - B. production cannot be increased without diminishing the supplies needed for production.
  - C. prestige is awarded to those individuals who possess the greatest wealth.
  - D. the primary object of production is to bolster the power of state authorities.
8. Which of the following best describes a major difference between chiefs and headmen?
- A. Chiefs are more likely than headmen to live more comfortably than commoners.
  - B. Where chiefs are concerned primarily with production, headmen are most interested in redistribution.
  - C. Chiefs must make more frequent efforts than headmen to validate their power.
  - D. Compared with chiefs, headmen are more often the leaders of permanently allied groups of villages.

9. Which of the following is a major difference between the caste hierarchy of India and the class hierarchies of Western societies?
- A. Indian lower castes perform important services for the upper castes.
  - B. Indian lower castes are unsatisfied with their social position and strive to improve their status.
  - C. The occupations held by members of Indian lower castes are considered to be menial work.
  - D. The subordination of Indian lower castes is sanctioned by religious tradition.
10. Which of the following is the best definition of a matrilineal society?
- A. a society in which the female child marries outside of the lineage and then she and her husband reside with her mother
  - B. a society in which women have power over the day-to-day events in the community
  - C. a society in which kin relationships are defined by descent from a common female ancestor
  - D. a society in which the mother-daughter link is considered to be the most important relationship

**ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS**

<b>Item Number</b>	<b>Correct Response</b>	<b>Objective</b>
1.	<b>A</b>	Understand anthropological terms and concepts.
2.	<b>B</b>	Apply problem-solving and research skills in social science.
3.	<b>C</b>	Understand Paleolithic cultures.
4.	<b>C</b>	Understand the role of technology in the evolution of culture.
5.	<b>A</b>	Understand hunting-gathering as a mode of subsistence.
6.	<b>B</b>	Understand industrialization and economic development.
7.	<b>B</b>	Understand modes of economic exchange.
8.	<b>A</b>	Understand the structure and function of chiefdoms as sociopolitical systems.
9.	<b>D</b>	Understand non-kin relationships and issues related to status and stratification in various types of societies.
10.	<b>C</b>	Understand systems of kinship and descent.