



Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

54 Humanities



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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
The Historical Context	24%
Visual and Performing Arts	28%
Literature	28%
Philosophy and Religion	20%

THE HISTORICAL CONTEXT

Understand historical thought.

Includes key historical terms and concepts; specialized fields of historical study; and major historians and historical works of the ancient and modern world, including U.S. historians.

Understand early civilizations.

Includes the major social and economic developments that distinguish early civilizations from prehistoric cultures; and the origins, characteristics, accomplishments, and contributions of the early civilizations of Egypt, Mesopotamia, India, and China.

Understand the ancient Mediterranean world.

Includes the major figures, events, and characteristics of Greece and Rome; the contributions of Phoenicia, Persia, and Carthage to the ancient Mediterranean world; and the impact of Christianity on classical civilization.

Understand the development of world civilizations from A.D. 500 to A.D. 1450.

Includes major developments in Europe, Africa, Asia, and the Americas, such as the achievements of the Byzantine and Moslem empires; the development of medieval Europe; the evolution of Chinese society during the Tang and Sung dynasties; and the emergence of the great kingdoms of sub-Saharan Africa.

Understand issues and developments in world history from 1450 to 1750.

Includes major developments in Europe, Africa, Asia, and the Americas, such as the Renaissance and Reformation; the rise of the Ottoman Empire; the flowering of Aztec and Incan civilization; and the impact of the Scientific Revolution and the European Enlightenment.

Understand issues and developments in world history from 1750 to 1900.

Includes major developments in Europe, Africa, Asia, and the Americas, such as the Democratic and Industrial revolutions; the evolution of European imperialism; and the experiences of Asian and African peoples during the eighteenth and nineteenth centuries.

Understand issues and developments in world history during the first half of the twentieth century.

Includes major developments in Europe, Africa, Asia, and the Americas, such as the origins and consequences of global conflict; the causes and effects of the Great Depression; and major issues and developments in Asia, Africa, and Latin America.

Understand the contemporary world.

Includes major world social and cultural movements, economic trends, scientific and environmental issues, and geopolitical developments since 1945, such as the origins and events of the Cold War; the breakup of European colonial empires; the emergence of technological society; and the globalization of world culture.

VISUAL AND PERFORMING ARTS**Understand principles and elements of the visual and performing arts.**

Includes knowledge of composition and design in two- and three-dimensional works of art; characteristics and techniques of theatrical, musical, and dance traditions; and the ways in which combinations of elements contribute to the expressive quality and overall effect of visual and performing arts from around the world.

Understand the arts of the prehistoric period.

Includes major types and characteristics of art of Africa, Asia, Europe, and the Americas; and the ways in which the arts reflect cultural factors and perform social functions in the human communities of the prehistoric period.

Understand the arts of the ancient period.

Includes major types and characteristics of art from the four early river valley civilizations of Mesopotamia, Egypt, India, and China; and the ways in which the arts reflect cultural factors, perform social functions, and embody the aesthetic values of ancient societies.

Understand the arts of the classical period in the Mediterranean region.

Includes major types, characteristics, and styles of the visual and performing arts of the Greek, Hellenistic, and Roman civilizations; and the ways in which the arts reflect cultural factors, perform social functions, and embody the aesthetic values of classical societies.

Understand the arts of medieval and Renaissance Europe.

Includes major types, characteristics, and styles of the visual and performing arts of Europe from A.D. 500 to A.D. 1600; and the ways in which the arts reflect cultural factors, perform social functions, and embody the aesthetic values of the medieval and Renaissance periods.

Understand the arts of the Islamic world.

Includes major types and characteristics of the visual and performing arts of Islamic North Africa, Europe, and Asia; and the ways in which the arts reflect cultural factors, perform social functions, and embody the aesthetic values of Islamic societies.

Understand the arts of sub-Saharan Africa and the Americas.

Includes major types and characteristics of the visual and performing arts of sub-Saharan Africa and the Americas before the introduction of European artistic forms; and the ways in which the arts reflect cultural factors, perform social functions, and embody the aesthetic values of sub-Saharan African and Native American societies.

Understand the arts of Asia and Oceania.

Includes major types and characteristics of the visual and performing arts of India, China, Japan, Southeast Asia, and Oceania; and the ways in which the arts reflect cultural factors, perform social functions, and embody the aesthetic values of these societies.

Understand Western arts from 1600 to 1800.

Includes major types, characteristics, and styles of the visual and performing arts of Europe and the Americas; and the ways in which the arts reflect cultural factors, perform social functions, and embody the aesthetic values of the seventeenth and eighteenth centuries in Europe and the Americas.

Understand Western arts from 1800 to the present.

Includes major types, characteristics, styles, and movements in the visual and performing arts of Europe and the Americas; the influence of new technologies (e.g., photography, film, computers) on the arts; and the ways in which the arts reflect cultural factors, perform social functions, and embody the aesthetic values of modern Western civilization.

LITERATURE**Understand major literary genres.**

Includes characteristics of significant genres of narrative and lyric poetry, prose fiction and nonfiction, and drama (e.g., heroic epic, haiku, folk tale, realistic novel, autobiography, classical tragedy, Noh play).

Understand the literature of early world civilizations.

Includes the content and form of major surviving texts produced by the early civilizations of Mesopotamia, Egypt, India and China (e.g., *Gilgamesh*, the *Book of the Dead*, the *Bhagavad-Gita*, the *Shih Ching*); and the ways in which literature reflects the historical experiences and cultural values of these societies.

Understand the literature of the ancient Greek and Roman civilizations.

Includes major types and characteristics of the literature of the Mediterranean region from the Homeric Age to A.D. 500, and the ways in which literature reflects the historical experiences and cultural values of these civilizations.

Understand world literature from A.D. 500 to A.D. 1450.

Includes major types and characteristics of the literature of medieval Europe, the Byzantine and Islamic worlds, and East Asia; and the ways in which literature reflects the historical experiences and cultural values of that era.

Understand world literature from 1450 to 1620.

Includes major types and characteristics of the literature of Renaissance Europe, the Islamic world, and East Asia; and the ways in which literature reflects the historical experiences and cultural values of that era.

Understand world literature from 1620 to 1800.

Includes major types and characteristics of world literature from the early seventeenth century to the late eighteenth century (e.g., Neoclassical drama, prose and verse satire, early African slave narratives); and the ways in which literature reflects the historical experiences and cultural values of the societies of that era.

Understand world literature from 1800 to 1900.

Includes major types and characteristics of world literature from the late eighteenth century through the nineteenth century; literary movements such as Romanticism, Realism, and Symbolism; and the ways in which literature reflects the historical experiences and cultural values of the societies of that era.

Understand the literature of the early twentieth century.

Includes major types and characteristics of world literature from the beginning of the twentieth century through the end of World War II; and the ways in which literature reflects the historical experiences and cultural values of the twentieth century.

Understand contemporary world literature.

Includes major types and characteristics of world literature produced since World War II, such as writings associated with the breakup of European colonial empires; and the ways in which literature reflects the historical experiences and cultural values of the modern world.

PHILOSOPHY AND RELIGION**Understand the nature of philosophic thought and religious theology.**

Includes key terms and concepts used in philosophy and religion; the types of questions that philosophers and theologians address; and the methods of philosophical argument and theological inquiry.

Understand the philosophic and religious thought of early civilizations.

Includes significant figures, major ideas, and important systems of philosophic and religious thought that emerged among the civilizations of ancient Mesopotamia, Egypt, India, and China; and the ways in which philosophy and religion reflect the historical experience and cultural values of these civilizations.

Understand the traditional religions of sub-Saharan Africa and the Americas.

Includes the spiritual beliefs and ethical value systems of the peoples of sub-Saharan Africa and the Americas before the introduction of European religions; and the ways in which the traditional religions of Africa and the Americas reflect the historical experience and cultural values of the civilizations of these regions.

Understand the philosophic and religious thought of the ancient Mediterranean world.

Includes significant figures, major ideas, and important systems of philosophic and religious thought of Greek, Hellenistic, and Roman civilizations; (e.g., Socrates, Platonic Idealism, Stoicism, Christianity); and the ways in which philosophy and religion reflect the historical experience and cultural values of classical societies.

Understand philosophic and religious thought from A.D. 500 to A.D. 1450.

Includes significant figures, major ideas, and important systems of philosophic and religious thought in Europe, Asia, and North Africa (e.g., Scholasticism, Islam, Zen Buddhism, Maimonides); and the ways in which philosophy and religion reflect the historical experience and cultural values of the civilizations of that period.

Understand philosophic and religious thought from 1450 to 1800.

Includes significant figures, major ideas, and important systems of philosophic and religious thought from the sixteenth to the eighteenth century (e.g., Humanism, Protestantism, Kant, Rationalism); and the ways in which philosophy and religion reflect the historical experience and cultural values of that period.

Understand philosophic and religious thought from 1800 to the present.

Includes significant figures, major ideas, and important systems of philosophic and religious thought during the nineteenth and twentieth centuries (e.g., Idealism, Marxism, Existentialism, Logical Positivism) and the ways in which philosophy and religion reflect the historical experience and cultural values of the modern world.

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Which of the following statements accurately describes a significant characteristic of ancient Mayan civilization?
 - A. Religion and government were so closely intertwined that nobles and priests performed overlapping functions.
 - B. The main purpose of education was to prepare individuals for effective engagement in commercial activities.
 - C. The egalitarian nature of Mayan society reflected a relatively equal distribution of wealth among different social groups.
 - D. A strong societal emphasis on pragmatic and utilitarian concerns was accompanied by a relatively casual attitude toward religion.
2. During the 1920s, domestic disillusionment with U.S. participation in World War I was a key factor in popular demands that the U.S. government:
 - A. increase military spending.
 - B. support the League of Nations.
 - C. reduce barriers to world trade.
 - D. withdraw from international affairs.
3. Which of the following technological developments was most directly responsible for allowing cathedral architecture to achieve the immense heights characteristic of the Gothic style?
 - A. the cantilever
 - B. the flying buttress
 - C. post and lintel construction
 - D. the round arch
4. The orthodox Muslim ban on worship of idols had which of the following effects on traditional Islamic art?
 - A. Recognizable natural forms were never used as subject matter.
 - B. No artworks of any kind were made to be used inside mosques.
 - C. Human images were never found in religious contexts.
 - D. Only the most important prophets were allowed to be represented pictorially.

5. The works of such composers as Aaron Copland and George Gershwin are most representative of which of the following musical trends in the United States in the early twentieth century?
- A. the use of music as an instrument of social change
 - B. the development of a specifically American musical idiom
 - C. the attempt to imitate the grand musical forms of Europe
 - D. the invention of new compositional techniques
6. The Akkadian Gilgamesh legend explores which of the following major themes related to the human condition?
- A. the attempt to achieve immortality
 - B. the desire to live a life of pleasure
 - C. the quest for omniscience
 - D. the struggle to attain autonomy
7. Which of the following is a common characteristic of early African slave narratives written in the United States?
- A. The four seasons are used to represent the various stages of human life.
 - B. The main characters openly and directly criticize U.S. citizens for upholding slavery.
 - C. They document several generations of a family history.
 - D. Religious metaphors are used to represent the dilemmas and hopes in slaves' lives.
8. The absence of a general literary movement in mid-nineteenth-century Russia was followed by the emergence of a movement whose literature is best described as:
- A. experimental poetic works containing complex symbolic imagery.
 - B. extensive travelogues in the form of letters written in a sentimental or fabulist vein.
 - C. realistic fictional works that address significant social, political, and philosophical issues.
 - D. lengthy verse novels based on folklore and historical legend.

9. The rise of Buddhism influenced the development of Hinduism in India by prompting Hindus to:
- A. de-emphasize individual piety and place greater stress on the interpretation of sacred texts.
 - B. reexamine their belief in the cycle of death and rebirth.
 - C. de-emphasize the importance of ritual and place greater stress on personal behavior.
 - D. make caste distinctions a more integral part of the religion.
10. The Declaration of the Rights of Man reflected the influence of Jean-Jacques Rousseau by stating that law is the expression of:
- A. a nation's cultural heritage.
 - B. the general will.
 - C. the distribution of property.
 - D. individual morality.

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	A	Understand the development of world civilizations from A.D. 500 to A.D. 1450.
2.	D	Understand issues and developments in world history during the first half of the twentieth century.
3.	B	Understand the arts of medieval and Renaissance Europe.
4.	C	Understand the arts of the Islamic world.
5.	B	Understand Western arts from 1800 to the present.
6.	A	Understand the literature of early world civilizations.
7.	D	Understand world literature from 1620 to 1800.
8.	C	Understand world literature from 1800 to 1900.
9.	C	Understand the philosophic and religious thought of early civilizations.
10.	B	Understand philosophic and religious thought from 1450 to 1800.