



Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

84 Social Studies



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.....	2-9
ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS	2-15
ACKNOWLEDGMENTS.....	2-16

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
Historical Perspective	20%
Geographic Perspective	20%
Civic Perspective	20%
Economic Perspective	20%
Inquiry and Public Discourse and Decision Making	20%

HISTORICAL PERSPECTIVE

Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of major eras of U.S. history through Reconstruction.

Includes **describing** defining characteristics of major eras of early U.S. history, including The Meeting of Three Worlds: Africa, Europe, and the Americas (beginnings to 1620), Colonization and Settlement (1585–1763), Revolution and the New Nation (1754–1815), Expansion and Reform (1801–1861), and Civil War and Reconstruction (1850–1877); **examining** relationships, including cause and effect, among important events; **using** narratives and graphic data about these historical eras to identify the people involved, describe the setting, and sequence events; **analyzing** and **comparing** interpretations of events by people from a variety of perspectives; **using** evidence (e.g., primary sources) to re-create the past; and **analyzing** the implications and long-term consequences of key decisions made at critical turning points in early U.S. history.

Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of major eras of U.S. history from Reconstruction to the present.

Includes **describing** defining characteristics of major eras of U.S. history since Reconstruction, including The Development of the Industrial United States (1870–1900), The Emergence of Modern America (1890–1930), The Great Depression and World War II (1929–1945), Postwar United States (1945–1970), and Contemporary United States (1968–present); **examining** relationships, including cause and effect, among important events; **using** narratives and graphic data about these historical eras to identify the people involved, describe the setting, and sequence events; **analyzing** and **comparing** interpretations of events by people from a variety of perspectives; **using** evidence (e.g., primary sources) to re-create the past; and **analyzing** the implications and long-term consequences of key decisions made at critical turning points in U.S. history since Reconstruction.

Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of major eras in world history up to 1500.

Includes **describing** defining characteristics of major eras of world history up to 1500, including The Beginnings of Human Society, Early Civilizations and the Emergence of Pastoral Peoples (4000–1000 B.C.E.), Classical Traditions, Major Religions, and Giant Empires (1000 B.C.E.–300 C.E.), Expanding Zones of Exchange and Encounter (300–1000 C.E.), and Intensified Hemispheric Interactions (1000–1500 C.E.); **examining** relationships, including cause and effect, among important events; **using** narratives and graphic data about major historical eras to identify the people involved, describe the setting, and sequence events; **analyzing** and **comparing** interpretations of events by people from variety of perspectives; **using** evidence (e.g., primary sources) to re-create the past; and **analyzing** the implications and long-term consequences of key decisions and discoveries made at critical turning points in world history up to 1500.

Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of major eras in world history from 1500 to the present.

Includes **describing** defining characteristics of major eras of world history since 1500, including The Emergence of the First Global Age (1450–1770), An Age of Revolutions (1750–1914), and The 20th Century; **examining** relationships, including cause and effect, among important events; **using** narratives and graphic data about major historical eras to identify the people involved, describe the setting, and sequence events; **analyzing** and **comparing** interpretations of events by people from a variety of perspectives; **using** evidence (e.g., primary sources) to re-create the past; and **analyzing** the implications and long-term consequences of key decisions and discoveries made at critical turning points in world history from 1500 to the present.

Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of major eras in Michigan history.

Includes **describing** major eras in the history of Michigan; **examining** relationships, including cause and effect, among important events; **using** narratives and graphic data about significant eras in the history of Michigan and their connections to the United States and the world; **identifying** the people involved, **describing** the setting, and **sequencing** events; **analyzing** and **comparing** interpretations of events by people from a variety of perspectives; **using** evidence (e.g., primary sources) to re-create the past; and **analyzing** the implications and long-term consequences of key decisions in the history of Michigan.

GEOGRAPHIC PERSPECTIVE

Describe, compare, and explain the locations and characteristics of places, cultures, and settlements.

Includes **identifying** the human and natural characteristics of places and factors that affect these characteristics; **recognizing** various world cultures and **comparing** their characteristics (e.g., language, religion, traditions); **recognizing** diverse types of communities and factors that influence their characteristics and locations; and **analyzing** how major world issues and events affect various people, societies, places, and cultures.

Describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them.

Includes **identifying** the locations, characteristics, and processes of major ecosystems; **analyzing** the effects of ecosystems, resources, and physical features (e.g., landforms, climate, vegetation, water) on humans; **analyzing** ways in which people adapt to, modify, and depend on their environment; and **analyzing** the environmental consequences of major world processes and events.

Describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.

Includes **analyzing** factors that influence economic activities and political activities (e.g., determining geopolitical boundaries, balkanization) in different world regions; **analyzing** patterns of economic activities and trade within and among world regions; **analyzing** patterns, causes, and consequences of migration within and among regions; **identifying** characteristics of and factors that influence transportation and communication within and among various world regions; and **predicting** the effects of activities in one region on other regions of the world.

Describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns, and explain the processes that created them.

Includes **recognizing** the major cultural, economic, political, physical, and environmental features of different world regions and the processes and activities that created these features; **recognizing** global patterns of population, culture, economics, political systems, physical features, and ecosystems and factors that influence these patterns; and **evaluating** the effects of human processes (e.g., population growth, resource use, pollution) and natural processes (e.g., tectonic activity, erosion, the hydrologic cycle) on different regions of the world.

Describe and explain the causes, consequences, and geographic contexts of major global issues and events.

Includes **recognizing** geographic aspects of events that have occurred in various regions of the world; **analyzing** how geography and world processes influence major world events; **analyzing** the potential global consequences of social changes or scientific and technological developments; **identifying** the origins and importance of global issues involving cultural stability and change, economic development and international trade, resource use, environmental impact, and conflict and cooperation; and **analyzing** the potential implications of these issues for the future.

CIVIC PERSPECTIVE

Identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purpose, and assess the governments' effectiveness.

Includes **identifying** the basic purposes and principles of government in the United States; **comparing** the roles, organization, and operation of national, state, and local governments in the United States; **evaluating** the advantages and disadvantages of the federal system of government; and **recognizing** the role of all citizens in government.

Explain the meaning and origin of the ideas, including the core democratic values, expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States.

Includes **identifying** the major ideas expressed in the Declaration of Independence and the origins of these ideas from multiple sources; **relating** civic life, politics, and government in the United States to the foundational ideas set forward in the Declaration of Independence; **recognizing** the basic principles of the U.S. Constitution; **interpreting** the meaning of the rights and liberties guaranteed by the U.S. Constitution; **identifying** the responsibilities of citizens in upholding constitutional rights; and **evaluating** political behavior, the conduct of citizens, and the practices of government according to the principles expressed in the Declaration of Independence and the U.S. Constitution.

Describe the political and legal processes created to make decisions, seek consensus, and resolve conflicts in a free society.

Includes **analyzing** the role and function of law in a democracy; **identifying** the purposes and characteristics of the U.S. legal system and various types of courts (e.g., state, federal, appellate); **distinguishing** between civil and criminal procedure; **analyzing** factors involved in due process of law; **analyzing** factors that contribute to disparities between ideal democratic values and democracy as it is applied to actual situations; and **identifying** political processes involved in creating laws, seeking consensus, and addressing issues of constitutional rights.

Explain how American governmental institutions at the local, state, and federal levels provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power.

Includes **analyzing** the structure of the U.S. system of government; **comparing** the organization and operation of local, state, and federal governments in the United States; **recognizing** how governmental institutions at the local, state, and federal levels provide for the limitation and sharing of power; **recognizing** the central role of the U.S. Constitution in determining the law of the land and **understanding** how the Constitution is maintained; and **analyzing** the roles of political parties, special interest groups, and citizens in the U.S. political system.

Understand how the world is organized politically, the formation of American foreign policy, and the roles the United States plays in the international arena.

Includes **identifying** the main characteristics of various types of political systems (e.g., democracy, autocracy, oligarchy) found in different regions of the world; **analyzing** ways in which governments of different countries interact with one another; **recognizing** the purposes and functions of major international governmental organizations and alliances; **analyzing** factors that influence U.S. foreign policy; **recognizing** events that have influenced U.S. foreign policy in the past; and **recognizing** the roles the United States plays in the international arena.

ECONOMIC PERSPECTIVE

Describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources; shape consumer decisions regarding the purchase, use, and disposal of goods and services; and affect the economic well-being of individuals and society.

Includes **analyzing** information and its reliability when making personal economic decisions; **designing** strategies for earning, spending, saving, and investing personal resources; **evaluating** employment and career opportunities in light of economic trends; **evaluating** the effects on households of various solutions to societal problems (e.g., health care, housing, energy use); and **analyzing** methods of protecting oneself from deception in the marketplace when selecting products and suppliers of goods and services.

Explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace.

Includes **identifying** the characteristics of different types of business ownership (e.g., sole proprietorship, partnership, corporation); **analyzing** how businesses confront scarcity and choice when organizing, producing, and using resources and when supplying the marketplace; **examining** the production of a good or service in terms of the natural resources, human capital, and capital equipment involved; **analyzing** the effects of public policies on businesses; **analyzing** the historical and contemporary roles businesses and industries have played in Michigan and the United States; and **evaluating** ways to resolve conflicts resulting from differences between business interests and community values.

Describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production.

Includes **distinguishing** the economic roles of the federal, state, and local governments; **recognizing** different forms of taxation and their effects; **identifying** goods and services provided by the government; **evaluating** the economic consequences of government decisions and policies; **evaluating** the accuracy and usefulness of various economic indicators; **distinguishing** between monetary and fiscal policy, **recognizing** how they are determined, and **evaluating** ways in which each may be applied to given problems (e.g., unemployment, inflation); **evaluating** governmental spending programs on the basis of their intended and unintended results; and **comparing** governmental approaches to economic growth in developing countries.

Explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.

Includes **recognizing** the primary characteristics of market, command, and traditional economic systems; **analyzing** ways in which types of economic systems influence societies; **evaluating** various economic systems in terms of their ability to achieve particular goals (e.g., freedom, efficiency, equity security, development, stability); **recognizing** the roles and relationships of government agencies, businesses, labor unions, banks, and households in the U.S. economic system; **analyzing** factors (e.g., supply and demand, prices, incentives, profits) that determine what is produced and distributed in the U.S. and world markets; and **recognizing** the relationship between a domestic economy and the international economic system.

Describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and governments.

Includes **identifying** the historical development of the different means of payment (e.g., barter, precious metals, currency) to facilitate exchange; **tracing** the historical development of international trading ties; **examining** ways in which trade generates economic development of and interdependence among various world regions; **recognizing** the roles of businesses in trade (e.g., distributors, importers, exporters); **recognizing** the role of the U.S. government in regulating commerce; **identifying** the benefits and challenges of international trade; and **analyzing** the effects of various factors (e.g., currency exchange rates, tariffs, product standards) on world trade and the domestic economy.

INQUIRY AND PUBLIC DISCOURSE AND DECISION MAKING

Acquire information from books, maps, newspapers, data sets, and other sources; and organize and present the information in maps, graphs, charts, and timelines.

Includes **recognizing** the characteristics of various sources of social science information (e.g., people, books, primary documents, newspapers, tables) and methods of locating specific information in these sources; **identifying** various types of maps and map projections; **using** maps and map symbols to gather information; **recognizing** the role of traditional and electronic technologies in accessing and managing social science information; and **organizing** and **communicating** social science information using a variety of formats (e.g., outlines, maps, tables, graphs).

Interpret the meaning and significance of information and use a variety of technologies to assist in accessing and managing information.

Includes **recognizing** the strengths and weaknesses of various sources of information; **interpreting** the meaning and significance of information from various sources; **evaluating** the reliability of information and **analyzing** factors that affect reliability; **using** various sources (e.g., maps, charts, texts, oral histories) to interpret relationships; and **developing** generalizations about social science topics by interpreting and synthesizing information from a variety of sources.

Apply methods of conducting investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, and reporting results.

Includes **formulating** appropriate questions or hypotheses to serve as the basis for social science investigations; **identifying** procedures for gathering and analyzing information to investigate a given research question or hypothesis; **applying** methods for organizing and reporting results; **recognizing** alternative interpretations of results; and **drawing** conclusions based on evidence and results.

Recognize an issue as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue, and evaluate possible ways to resolve the issue.

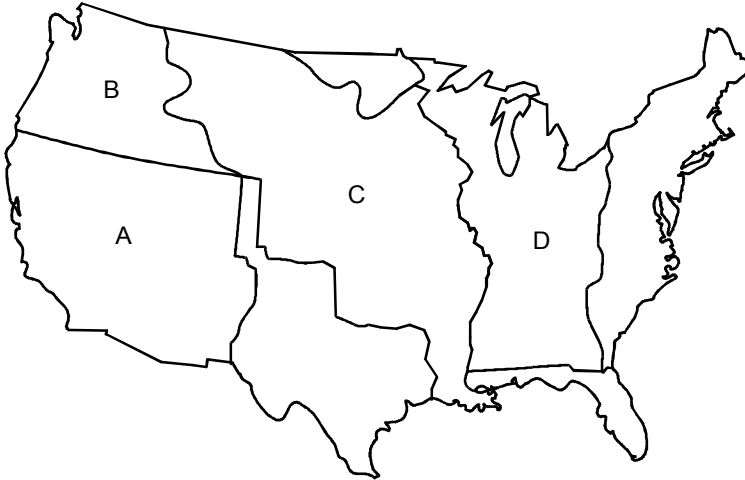
Includes **stating** public policy issues and their related ethical, definitional, and factual issues as questions; **tracing** the origins of a public issue; **analyzing** various perspectives people bring to an issue and factors that influence their perspectives (e.g., culture, experiences); **analyzing**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

Analyze constructive conversation about matters of public concern.

Includes **identifying** individuals who are clarifying issues, considering opposing views, applying democratic values, anticipating consequences, using evidence to support their viewpoints, and working toward making decisions.

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Use the map of the United States below to answer the question that follows.



Which of the following matches a lettered area on the map with an accurate explanation of how that area became a part of the United States?

- A. Area A: The United States acquired the area in the Mexican War settlement.
- B. Area B: The United States purchased the area from France in 1803.
- C. Area C: The United States obtained the area from England in the treaty concluding the Revolution.
- D. Area D: The United States obtained the area from Spain in an 1819 treaty.

2. Which of the following developments most directly influenced the shift from nomadic life to village living and occupational specialization among the Neolithic peoples of the Near East?
- A. the creation of religious belief systems
 - B. the fashioning of tools from stone and wood
 - C. the establishment of the family group as the basic social unit
 - D. the cultivation of food-producing plants
3. After the construction of the Aswan High Dam on Egypt's Nile River, silt was no longer carried downstream. Which of the following has been a major consequence of this development?
- A. The natural fertility of lands below the dam that had been enriched by the Nile's flooding has declined.
 - B. The slower movement of water in areas below the dam has made the river more navigable.
 - C. The variety of fish found in areas below the dam has increased because of the improved quality of the river's water.
 - D. The use of areas below the dam for recreational purposes has declined as a result of increased algal growth.
4. It has been said that the contemporary world has too many nationalities and too few nations. This observation best explains which of the following developments of the 1990s?
- A. the Persian Gulf War resulting from Iraq's invasion of Kuwait
 - B. conflict between Taiwan and the People's Republic of China concerning the legitimacy of the Taiwanese government
 - C. conflict concerning political boundaries in what was once the country of Yugoslavia
 - D. the dissolution of East Germany's communist government and creation of a united Germany

5. Use the excerpt below, from the U.S. Constitution, to answer the question that follows.

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; . . . and to have the assistance of counsel for his defense.

The excerpt above best illustrates which of the following features of government in the United States?

- A. due process of law
 - B. judicial review
 - C. freedom of expression
 - D. political equality
6. Since World War II, the number of executive agreements between the United States and other countries has exceeded the number of treaties approved by a considerable margin. Which of the following best explains why this is true?
- A. Compared with treaties, executive agreements are less costly to negotiate and implement.
 - B. To a much greater extent than treaties, executive agreements enable presidents to place their personal stamp on foreign policy.
 - C. Executive agreements are generally considered more binding than treaties.
 - D. Executive agreements enable presidents to bypass constitutional limitations on the exercise of the executive's treaty-making power.

7. The Precision Ball Bearing Company is a medium-sized firm that manufactures a high-quality product that is sold in foreign as well as domestic markets. Its executives are considering a proposal to build a new plant, even though the firm does not have sufficient retained earnings to finance the project on its own. Which of the following changes in public policy would most likely prompt the firm to defer making a decision on the proposal to a later date?
- A. Congress enacts a bill that would relax federal antitrust laws.
 - B. The Federal Reserve raises the discount rate on funds loaned to banks.
 - C. Congress enacts a bill that would raise the minimum wage.
 - D. The Federal Reserve lowers the reserve requirements for member banks.
8. The willingness of a country to open its domestic economy to full participation in the international economic system is generally most influenced by which of the following factors?
- A. the proportion of immigrants in the country's labor force
 - B. the ability of the country's major industries to compete in global markets
 - C. the exchange value of the country's gold reserves
 - D. the number of foreign nations with which the country has diplomatic relations

Use the passages below, adapted from a discussion of globalization by Richard Rothstein (Passage A) and Oskar Lafontaine (Passage B) in *New Perspectives Quarterly*, to answer the two questions that follow.

Passage A

Policymakers in industrialized and developing economies today face seemingly similar dilemmas. In both North and South, inequality has apparently increased, even while economies grow. Economic growth has combined greater returns to capital with lesser returns to labor; wages and family incomes of those at the bottom of the income distribution have declined. The once generally accepted nostrum that "a rising tide lifts all boats" has apparently ceased to apply. . . .

This view is not universally accepted. Dissenters point to statistical anomalies, measurement uncertainty, atypical nations or long-term trends that may contradict this portrait of growth-with-inequality. . . . But disputes over details cannot alter the striking uniformity of the main trend. In a wide range of countries, the rich are getting richer and the poor are getting poorer, while those in the middle, whose perceptions are essential to political and social stability, expect themselves to be, and in fact are, more likely to become poorer than richer.

Passage B

The world economy has internationalized so rapidly in recent years that many see in it a new quality—"globalization." Paradoxically, instead of pursuing policies of increased international cooperation to cope with globalized markets, the response of many states has been a *renationalization* of policy through a "competitive devaluation" of domestic social and ecological policies. . . .

Naturally, all of us support competition among private firms because it improves performance, products, services and ideas. But a policy of reducing wages, business taxes and environmental standards to attract capital—social dumping—distorts free competition between firms and obstructs the optimal allocation of resources on a global scale. And it results, at the end of the day, in a social deterioration which becomes a liability, not a competitive asset. A state with reduced financial resources is unable to provide for the basic needs of its citizens.

9. Which of the following best states the main issues being discussed in the passages above?
- A. Can policymakers fashion an international agreement that encourages foreign investment and protects property rights?
 - B. Can policymakers establish an international trade organization that allows all member nations to benefit from their competitive advantages?
 - C. Can policymakers create a global framework that promotes economic growth without increasing social inequality?
 - D. Can policymakers develop a global regulatory system that promotes competition without undermining price stability?
10. The author of Passage A could best support assertions made in the passage by presenting which of the following types of statistical evidence?
- A. data showing changes in worker productivity from a variety of nations
 - B. data showing changes in the trade balances of various nations
 - C. data showing changes in the prices of internationally traded raw materials and finished products
 - D. data showing changes in wealth distribution from a variety of nations

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	A	Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of major eras of U.S. history through Reconstruction.
2.	D	Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of major eras in world history up to 1500.
3.	A	Describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them.
4.	C	Describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.
5.	A	Explain the meaning and origin of the ideas, including the core democratic values, expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States.
6.	D	Understand how the world is organized politically, the formation of American foreign policy, and the roles the United States plays in the international arena.
7.	B	Explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace.
8.	B	Explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.
9.	C	Recognize an issue as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue, and evaluate possible ways to resolve the issue.
10.	D	Analyze constructive conversation about matters of public concern.

ACKNOWLEDGMENTS

Sample Questions

Passages
Preceding
Questions
9 & 10.

Richard Rothstein, "Growth with Inequality: Is There Another Way?" *New Perspectives Quarterly*, 14 (Spring 1997), p. 36. Reprinted with permission.

Oskar Lafontaine, "Global Social Democracy," *New Perspectives Quarterly*, 14 (Spring 1997), p. 40. Reprinted with permission.