

Grade

6

meapTM
Michigan Educational Assessment Program

Item Descriptors

6th

9th



SOCIAL STUDIES
FALL 2009

MICHIGAN STATE BOARD OF EDUCATION**STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

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Portions of this work were previously published.

Printed in the United States of America.

Students were instructed to read the directions below silently as the test administrator read them aloud.

PART 1

DIRECTIONS

Part 1 of this test contains questions that will ask you to use what you know about social studies to choose the one **best** answer from among the four answer choices provided. Some questions will ask you to read a passage, map, chart, or a table. Use that information with what you know to answer the questions.

Use a No. 2 pencil to mark your answer choices in your **Answer Document**. Nothing in this booklet will be scored. Remember to fill in the circle in your **Answer Document** completely and erase any stray lines or marks.

Read all directions carefully. A sample item is provided for you below.

Sample Question

Which economic activity is important in Florida today?

- A logging
- B trapping
- C growing potatoes and apples
- D growing grapefruits and oranges

The correct answer to the question is "D." Circle D is filled in on the sample item on page 2 in your **Answer Document**. Items like this will have one **best** answer that you need to select to get the question correct.

If you finish early, you may check your work for Part 1 only. Do **NOT** work on Part 2 of this test until you are told to do so.

NOTE: The directions for Part 2 are the same as the above instructions.

NOTE: For each item listed throughout this booklet, the first statement is a summary of the Michigan Grade Level Content Expectation (GLCE) and the second statement is the descriptor for the item’s stem or question.

- 1 C.2.e.01:** Interpret and summarize the Declaration of Independence.

Given a statement about the main points of the Declaration of Independence, select the true statement.

- A** an economic outcome
- B** a trade outcome
- C** a fair treatment outcome
- D** correct, identifies the most important desired outcome from the Declaration of Independence, the political/governmental outcome

- 2 C.2.e.02:** Interpret specific rights guaranteed by the Constitution.

Given a question about a violation of rights and a brief statement about a person who is not given a trial after being accused of a crime, select the right in question.

- A** a right related to personal freedom
- B** a right related to religion
- C** a right related to property
- D** correct, a right that is related to a fair trial

- 3 C.2.e.03:** Explain the obligation to uphold constitutional rights.

Given a question about a local law related to parks, students are asked to select an action that would stop this law.

- A** an action to express opinions about local laws
- B** an action to express opinions about local laws
- C** correct, identified submitting formal documents with citizen participation to local government requesting a law change
- D** an action to express unified discontent with a law and is useful in taking a public stand

- 4 C.4.e.01:** Distinguish among making/enforcing/interpreting laws.

Identify the purpose of the system of checks and balances as it relates to the United States Constitution.

- A** correct, identifies the purpose of the given system
- B** related to approval of government officials
- C** related to prohibiting court access
- D** an answer for one purpose of government

- 5 C.1.e.02:** Give examples of authority and of the use of power without authority.

The question asks about power without authority.

- A** related to citizens and voting
- B** correct, identifies an example of someone undertaking an action without specific reason
- C** related to activism and government members
- D** related to ceremonial power and authority

- 6 G.1.e.01:** Locate and describe cultures; compare similarities.

Identify an activity that might have been undertaken by an early civilization group from the 1600s.

- A** an activity not specific to the group named
- B** an answer that would not have been prominent in their activities
- C** relates to activities of less nomadic groups
- D** correct, identifies a basic activity necessary to sustain life and provide food

- 7 G.1.e.02:** Locate and describe diverse cultures and communities.

Using a map of Michigan and a number of locations, identify a common feature of those cities.

- A** correct, identifies a natural resource feature located in all of the locations
- B** a natural resource in some of the locations
- C** formerly a possible resource in all locations, but not a resource in most locations now
- D** a natural resource found primarily in the Lower Peninsula

- 8 G.2.e.02:** Describe location, use, and importance of different resources.

Identify a renewable resource.

- A** non-renewable, but still being “discovered” periodically
- B** non-renewable
- C** non-renewable and mostly depleted already
- D** correct, resource is renewable

- 9 G.3.e.01:** Describe types of economic activity and location factors.

Identify a statement about the changes in the Detroit job market in the 1900s.

- A** water and tourism as job market factors, but wrong time and location
- B** not a new element in the economy in the 1900s in Detroit, but one that had been an important element for many years already
- C** a potential job market change in a different location in Michigan
- D** correct, the statement that matches the economic change to the time and location

- 10 G.4.e.02:** Describe U.S. cultures and communities, and compare these with other cultures and communities.

Identify a state with a particular type of climate, defined by a certain level of precipitation and temperature.

- A** correct, the state has the correct level of precipitation and temperature
- B** the correct temperature, but not the correct precipitation
- C** neither the temperature nor the precipitation are correct
- D** the correct temperature and the precipitation, but has additional types of temperature and precipitation

- 11 H.1.e.01:** Measure chronological time by decades/centuries.

Using a timeline and specific dates, demonstrate the use of decades to describe time.

- A** decades as 20 years, not 10 years
- B** correct, identifies a decade as ten years and the number of decades necessary to make up a specific interval
- C** the meaning of a decade is incorrect
- D** decades as five years, not ten years

- 12 H.4.e.02:** Select past decisions and evaluate the ethics or consequences of those decisions.

Describe a result of the Constitutional Convention with respect to the division of the government into branches.

- A** describes one of the branches of government that includes an executive in the legislative branch
- B** defines the legislative branch as including an executive and a judicial element
- C** correct, identifies the appropriate elements in the legislative branch of government
- D** defines the legislative branch as including a judicial and legislative element

- 13 H.2.e.01:** Summarize the sequence of events in historical stories.

Read a passage and determine the correct timeline of events, and which event happened first.

- A** very important, but not first
- B** the last event
- C** the second event
- D** correct, the first event

- 14 H.2.e.03:** Recount lives of various individuals from the past.

Identify the role of an important Native American in Michigan's History.

- A** not historically accurate
- B** correct, identifies a key activity that had an important role in Michigan's history
- C** not true of this particular Native American
- D** a role that was more appropriate to an earlier time period

- 15 H.4.e.02:** Select past decisions; evaluate ethics and consequences.

Identify the purpose of a Michigan law with an environmental focus.

- A** does not relate to the particular law
- B** an environmental purpose, but not the correct purpose of the law
- C** a relevant, contemporary concern, but not a primary concern at the time
- D** correct, identifies the answer that relates to the key environmental goal of the legislation.

- 16 E.4.e.01:** Explain how prices are determined in a market economy.

Describes an economic situation that includes a cost change and asks what might have caused that situation to occur.

- A** a potential reason for cost change, but the direction of change does not match the reason
- B** motivating reason for this type of cost change
- C** correct, identifies a reason for a cost change due to changes in the cost of the supply chain
- D** an aspect of competition, but not cost change

- 17 E.5.e.03:** Describe how businesses are involved in trade.

Identify the main role of one of the economic groups in Michigan’s economy.

- A** correct, matches a main role with the given group
- B** a role that does not apply to the daily activities of the given group
- C** an important part of Michigan’s economy, but not in relation to the given group
- D** a role played by groups in Michigan’s economy, but not specific to the given group

- 18 E.5.e.02:** Describe the benefits of international trade to consumers.

Select a benefit of international trade.

- A** not an outcome of international trade
- B** correct, identifies a key benefit to the consumer
- C** may occur, but not a direct benefit of international trade
- D** not an outcome of international trade

- 19 E.3.e.02:** Distinguish the economic role of the local, state, and federal government.

Identify funding sources for local governments.

- A** provides funding, but unlikely to provide a large amount
- B** not likely to happen
- C** correct, identifies the key mechanism by which local governments are able to raise or obtain funds
- D** generates funds for local governments, but unlikely to generate a large quantity

- 20 E.5.e.01:** Trace the national origin of common household items.

Identify a region that exports a given product to the United States.

- A** correct, identifies where the product is produced and infers that it exports the given product to the United States
- B** a region in which the given product is not produced
- C** a region where many products are produced, but not the given product
- D** a region that could hypothetically produce the given product, but not in large quantities

- 21 E.4.e.03:** Analyze how Michigan's location impacts economics.

Identify the relationship between economic advantage and natural resources in Michigan.

- A** not a positive outcome, and therefore not an economic advantage
- B** not an advantage
- C** not an advantage
- D** correct, identifies a key advantage of available natural resources

- 22 E.5.e.02:** Describe the benefits of international trade to consumers.

Identify an economic term that relates to trade between two countries.

- A** not a term related to trading goods or services
- B** correct, identifies a term that indicates why a country would trade with another country for particular goods or services
- C** relates to resources within each country that cannot be traded
- D** relates to the economic conditions within the country, but not trade

- 23 E.3.e.02:** Distinguish the economic role of the local, state, and federal governments.

Identify economic services provided by local governments.

- A** correct, identifies a function of local governments
- B** a power held by the federal government
- C** a service provided by the federal government
- D** a service provided by states and federal governments

- 24 E.4.e.01:** Explain how prices are determined in a market economy.

Identify potential outcomes when the price is reduced on an item.

- A** could potentially happen, but is not a direct effect of a price reduction
- B** unlikely to happen given a price decrease
- C** correct, identifies the reasonable outcome that occurs with price decreases
- D** unlikely to happen given a price decrease

- 25 E.5.e.01:** Trace the national origin of household items.

Understand how goods from another country can be bought here and name a term for this.

- A** a term not directly related to obtaining goods from other countries
- B** a term related to costs, but not directly to international goods
- C** correct, identifies the term for goods being produced and sold internationally
- D** a term not related to the supply of goods from other countries

- 26 G.1.e.01:** Locate and describe cultures, and compare similarities.

Given a map of the United States with some markings, identify where American Indians may have lived and conducted certain activities that are unique to certain groups of American Indians.

- A** a region where some of the activities may have happened, but not all
- B** an area where the American Indians engaged in very different types of activities
- C** an area where the American Indians did some of the activities, but with different types of resources
- D** correct, identifies the correct region for the activities listed

- 27 G.2.e.04:** Explain how cultures adapted or modified their environment.

Identify an impact that early settlers had on Michigan's natural environment.

- A** correct, identifies a land use that changed the environment in Michigan
- B** an impact that used natural resources, but would not have changed the environment
- C** an impact that altered the natural environment, but on a small scale
- D** an impact that would have no effect on the natural environment

- 28 G.3.e.01:** Describe the types of economic activity and location factors.

Understand the relationship between industry and the Upper Peninsula in the 1800s.

- A** an activity that occurred in the Upper Peninsula, but not a main industry
- B** correct, identifies the key industry in the Upper Peninsula in the 1800s
- C** an important industry for the Lower Peninsula
- D** a key industry in the years after the 1800s

- 29 G.4.e.05:** Describe the Great Lakes ecosystem and processes.

Given a list of activities that happen in the Great Lakes, select an appropriate title.

- A** refers to the use of the Great Lakes, but not specifically related
- B** a use of the Great Lakes in Michigan’s economy, but not a summary
- C** correct, uses the list of actions on the Great Lakes and identifies the correct result
- D** relates to the ecological makeup of the Great Lakes

- 30 G.2.e.01:** Explain ecosystem concepts and processes.

Identify causes and effects of deforestation.

- A** a positive outcome, but the opposite of what occurs as a result of deforestation
- B** an answer regarding air pollution, unlikely to occur with deforestation
- C** an answer regarding animal populations, unlikely to occur with deforestation
- D** correct, identifies an effect of deforestation on plant life

- 31 H.1.e.03:** Place U.S. historical events in chronological order.

Understand the timeline of the American Revolution and which event happened first.

- A** a culmination of other events
- B** an early key contributing factor to unrest in the colonies
- C** correct, identifies the first event
- D** an event that was instrumental in the beginning the American Revolution

- 32 H.4.e.02:** Select past decisions and evaluate the ethics and consequences.

Understand the results of the Toledo War.

- A** a negative and untrue outcome of the Toledo War
- B** a constitutional outcome
- C** an action taken before the Toledo War
- D** correct, identifies a territorial gain result of the Toledo War

- 33 H.2.e.03:** Recount lives of various individuals from the past.

Understand the cause of the abolitionists.

- A** an answer that abolitionists were involved in, but not the main cause
- B** an answer that is important, but not the main cause
- C** correct, identifies the main cause with which the abolitionists were involved
- D** an answer that came after the abolitionists

- 34 H.3.e.03:** Interpret conflicting accounts of state and national events.

Identify the causes of a given group's migration to Michigan in the early 1900s.

- A** correct, identifies the key reason the given group migrated to Michigan
- B** a reason for migration, but to a region to which the given group did not migrate in large numbers
- C** the industry that encouraged the given group's migration
- D** neither an industry nor a location that encouraged the given group to migrate to Michigan

- 35 H.2.e.03:** Recount the lives of various people from the past.

Understand the lives of women in Michigan during World War II.

- A** not specific to World War II
- B** correct, identifies a key life activity for women during World War II
- C** an incorrect consequence for women during World War II
- D** does not recognize the key industries of Michigan during World War II

- 36 C.1.e.01:** Distinguish among local, state, and national government.

Given two federal functions of government, identify the level of government to which they belong.

- A** the wrong level of government
- B** correct, identifies the federal level of government.
- C** the wrong level of government
- D** the wrong level of government

- 37 C.2.e.02:** Interpret specific rights guaranteed by the Constitution.

Identify rights guaranteed by the First Amendment.

- A** a right of the Eighth Amendment
- B** correct, identifies one of the key provisions of the First Amendment
- C** a right of the Sixth Amendment
- D** a right of the Second Amendment

- 38 C.1.e.01:** Distinguish among local, state, and national government.

Understand the reasons for limited power of government in the United States.

- A** correct, identifies key reason for limited powers
- B** a judicial branch reason
- C** a legislative branch reason
- D** a political process reason

- 39 C.2.e.03:** Explain the obligation to uphold constitutional rights.

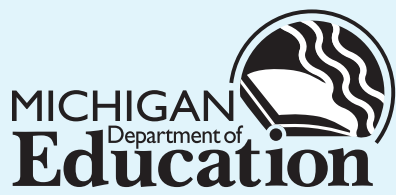
Identify responsibilities associated with the right to vote.

- A** an activity associated with voting, but not directly related to the right to vote
- B** relates to voting, but not the right to vote
- C** does not relate to voting
- D** correct, identifies the role and responsibility of a citizen with regard to the right to vote

- 40 C.3.e.01:** Describe what state and federal courts are expected to do.

Understand the role of the courts.

- A** a role reserved for law enforcement
- B** correct, identifies the role of the court
- C** a role of a citizen, not the court
- D** a role of a legislature or city council, not the courts



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