



RELEASED ITEMS

**SOCIAL STUDIES
GRADE 6**

Fall 2006

**MICHIGAN STATE BOARD OF EDUCATION
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PART 1

DIRECTIONS

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

The last item in Part 1 is a task that requires you to write a letter to a public official. This task asks you to interpret information from a set of data on a public policy issue, identify a relationship presented in the Data Section, take a position for or against the policy, and give reasons supporting your position. You must write your answer in the space provided in your **Answer Document**. No additional sheets may be used.

When you come to page 8 in this booklet, you have come to the end of Part 1.

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.

Please raise your hand if you have any questions.

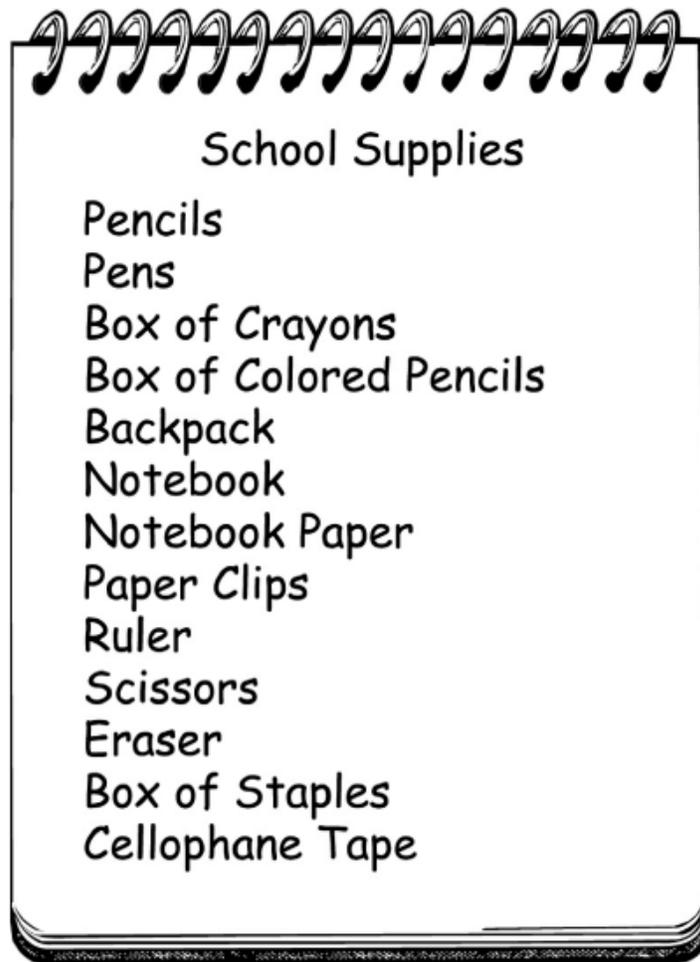
You may now begin.

ECONOMICS

Directions: Read the information below and use it with what you know to answer questions 1 through 4.

SCHOOL SUPPLIES

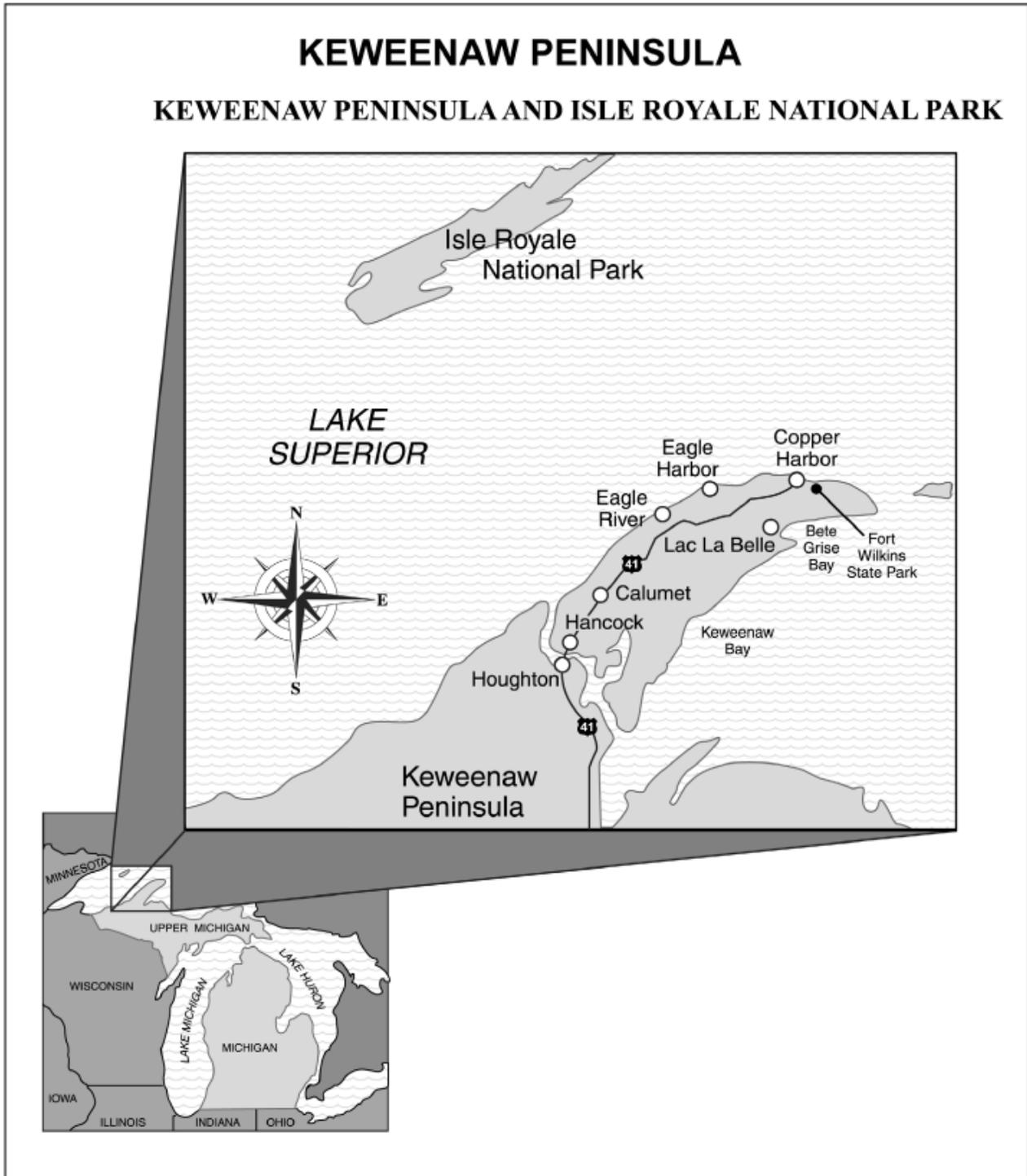
School starts in two weeks. Maria needs school supplies. She uses an office store catalog to help make a list of the things she needs.



- 1 Maria can only spend \$20.00 for her school supplies. What resource is scarce for Maria?
- A cash
 - B markets
 - C human capital
 - D capital equipment
- 2 Which Michigan industry would provide the natural resources needed to make the notebook paper that Maria needs?
- A farming
 - B fishing
 - C lumbering
 - D mining
- 3 Maria uses a decision-making model to decide where to buy school supplies. What information would a decision-making model provide for Maria?
- A which stores have the best prices
 - B how the school supplies were produced
 - C where the school supplies were manufactured
 - D how many students have bought their supplies
- 4 A local store holds a sale on school supplies. What is a benefit of this sale for the owners of the store?
- A more choices for buyers
 - B more people buying goods
 - C more services for shoppers
 - D more goods shipped to other nations
-
- 5 Ruth finds a new source of straw baskets in Central America for her business. The new straw baskets can *best* be described as
- A exports.
 - B imports.
 - C distributors.
 - D natural resources.

GEOGRAPHY

Directions: Look at the map below and use it with what you know to answer questions 6 through 10.



- 6 Copper Harbor is located at the northernmost tip of Michigan. Why might this be a disadvantage to people who live there?
- A Summers are hot and winters are cold there.
 - B There are no recreation areas or parks to enjoy.
 - C Few people want to buy all the cherries grown in the area.
 - D They must travel long distances to visit other parts of the state.
- 7 What was a reason for the migration of many people to the Keweenaw Peninsula during the 1840s?
- A a new automobile factory
 - B the discovery of mineral deposits
 - C the building of a railroad to Canada
 - D the opening of Isle Royale National Park
- 8 Which activity would tourists *most likely* do during the winter on the Keweenaw Peninsula?
- A baseball
 - B bicycle trips
 - C cross-country skiing
 - D gold mining
- 9 Which of the following is a human characteristic shown on the map?
- A Lake Superior
 - B Bete Grise Bay
 - C State Highway 41
 - D Keweenaw Peninsula
- 10 Which of the following has physical characteristics and climate that are *most* similar to the region shown on the map?
- A Hawaiian Volcanoes National Park
 - B Acadia National Park in Maine
 - C Grand Canyon National Park in Arizona
 - D Everglades National Park in Florida

CIVICS

Directions: Use what you know about Civics to answer questions 11 through 15.

- 11** Why did the colonists write the Declaration of Independence?
- A** to tell the soldiers of England to go home
 - B** to state the new laws for the United States
 - C** to announce their grievances against England
 - D** to start the American Revolutionary War with England
- 12** Which of the following is an example of a basic right guaranteed by the First Amendment?
- A** making a fair wage from your employer
 - B** disobeying laws that you don't agree with
 - C** receiving good health care from a local hospital
 - D** passing out campaign information
- 13** A group of people gather to protest outside a town hall. Which of the following *best* explains which right the people are exercising?
- A** to a fair trial
 - B** to own property
 - C** to meet peacefully
 - D** to freedom of religion
- 14** Which of the following practices in England was one of the reasons the First Amendment was written?
- A** People were thrown in jail for speaking out against the king.
 - B** English citizens were not allowed to vote in elections.
 - C** The king treated people charged with crimes unfairly.
 - D** People were required to pay too many taxes.
- 15** It is the responsibility of a citizen to support the United States Constitution. Which of the following is an example of this?
- A** finding a new job
 - B** serving on a jury
 - C** buying property
 - D** watching a movie

HISTORY

Directions: Use what you know about History to answer questions 16 through 20.

- 16** Which event happened *first*?
- A** The Bill of Rights was written.
 - B** The Boston Massacre took place.
 - C** The Northwest Ordinance was passed.
 - D** The Articles of Confederation was signed.
- 17** Which document did George Washington help write *after* he spent the winter at Valley Forge?
- A** the Stamp Act
 - B** the Mayflower Compact
 - C** the United States Constitution
 - D** the Declaration of Independence
- 18** How did Native Americans *first* respond to the westward expansion of the United States after the American Revolutionary War?
- A** Native Americans moved to Canada, where land was available.
 - B** Native Americans wanted to give their lands to the United States.
 - C** Native Americans kept land in the East in exchange for land in the West.
 - D** Native Americans fought to keep the United States from moving westward.
- 19** The Bill of Rights was written to solve some problems with the
- A** United States Congress.
 - B** Articles of Confederation.
 - C** United States Constitution.
 - D** Declaration of Independence.
- 20** Which document was written *before* the American Revolutionary War began?
- A** the Articles of Confederation
 - B** the Bill of Rights
 - C** the Mayflower Compact
 - D** the Northwest Ordinance

PART 2

DIRECTIONS

Part 2 of this test contains questions that will ask you to use what you know about social studies and choose the one *best* answer from among the four answer choices provided. Some questions will also ask you to read a passage, map, chart, or table and use that information with what you know to answer the questions.

The last item on this test is a task that requires you to write a letter to a public official. This task asks you to interpret information from a set of data on a public policy issue, identify a relationship presented in the Data Section, take a position for or against the policy, and give reasons supporting your position. You must write your answer in the space provided in your **Answer Document**. No additional sheets may be used.

Read all directions carefully.

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 cleanly, erasing any stray lines or marks.

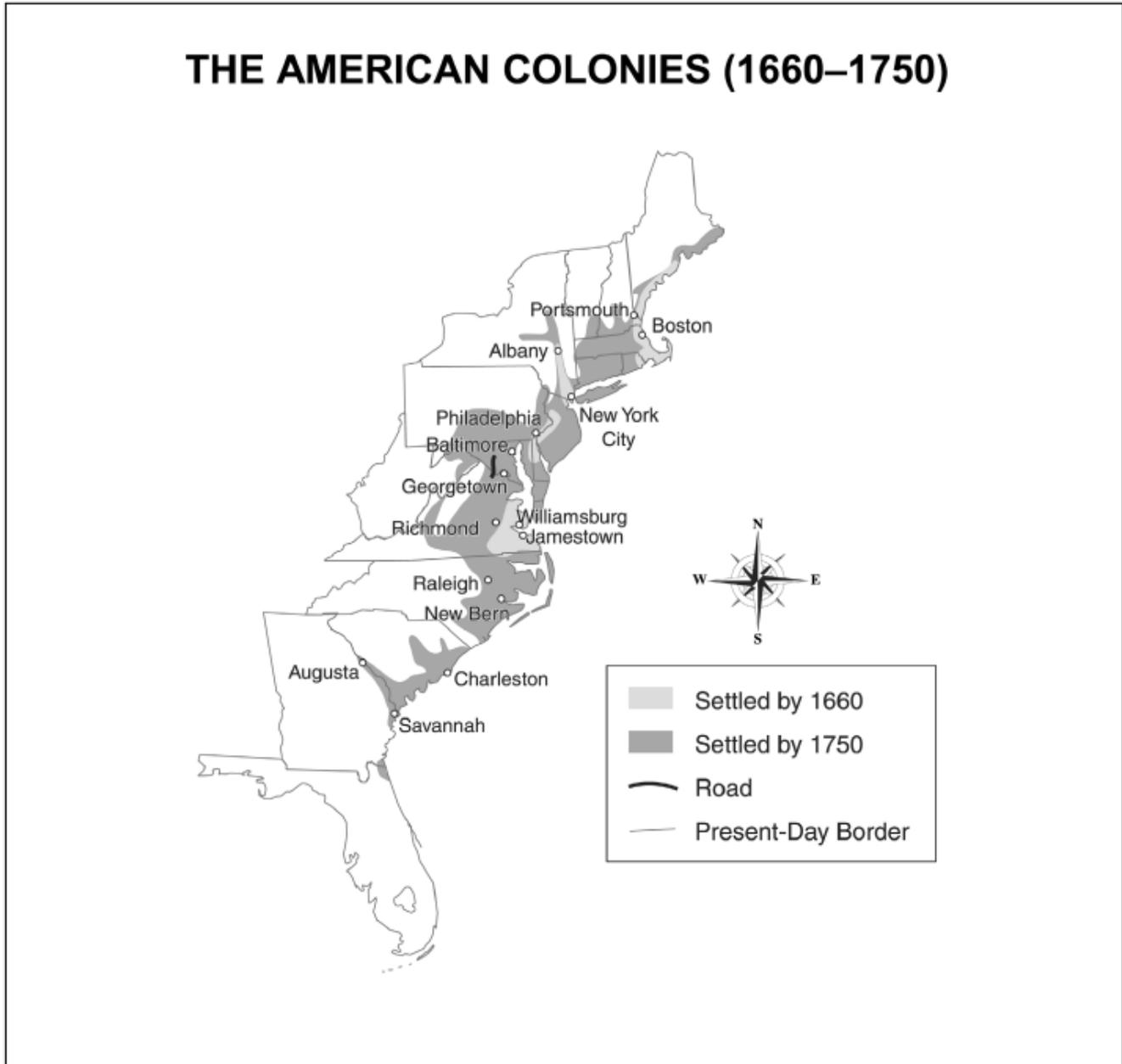
If you finish early, you may check your work for Part 2 only. Do **NOT** work on Part 1 of this test.

Please raise your hand if you have any questions.

You may now begin.

GEOGRAPHY

Directions: Look at the map below and use it with what you know to answer questions 21 through 23.



- 21 Based on the map, which of the following statements about colonial settlements is true?
- A The settlements were close to the Appalachian Mountains.
 - B Colonial settlements first developed near the Atlantic Ocean.
 - C The earliest English settlements began along the Great Lakes.
 - D Most of the settlements were located along the Mississippi River.
- 22 Which of the following *best* explains why there was more economic activity in Boston than in Augusta?
- A Boston's location near farms
 - B Boston's location near the ocean
 - C Boston's location near the mountains
 - D Boston's location near the Great Lakes
- 23 Which settlement would *likely* have been a center for shipping rice to England?
- A Albany
 - B Augusta
 - C Philadelphia
 - D Savannah
- 24 Which of the following *best* describes a difference between the physical geography of New Mexico and Michigan?
- A New Mexico is mostly farmland and Michigan is not.
 - B New Mexico borders the ocean and Michigan does not.
 - C New Mexico has no rivers and Michigan has many rivers.
 - D New Mexico has many deserts and Michigan has many forests.
- 25 Which of these natural resources, found in both Michigan and Texas, is nonrenewable?
- A deer
 - B fish
 - C oil
 - D trees

INQUIRY

Directions: Read the information below and use it with what you know to answer questions 26 through 30.

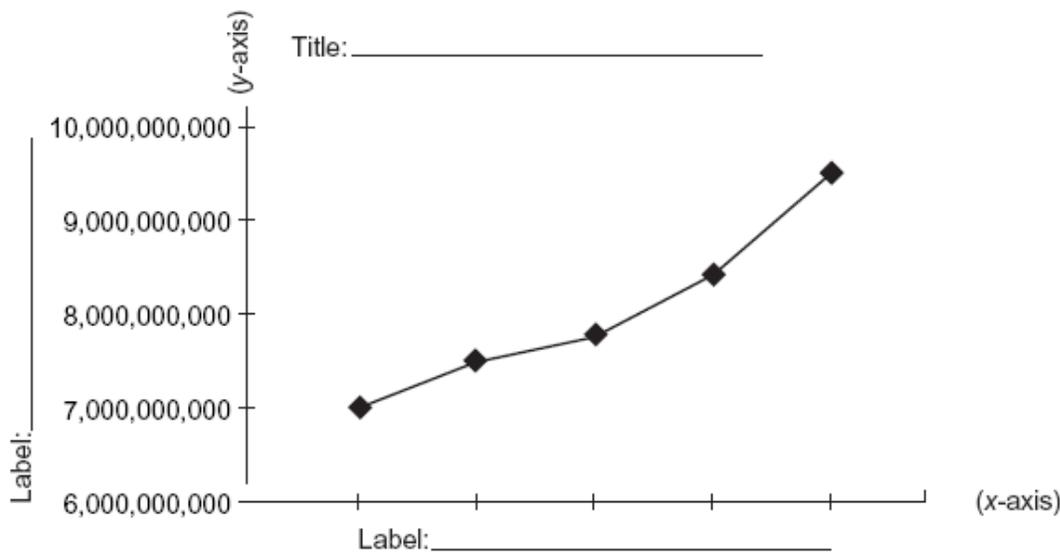
MOVIES

Box Office Sales and Admission Prices, 1998–2002

Year	Total Money Received	Average Admission Price (all ages)
1998	\$6,949,000,000	\$4.69
1999	\$7,448,000,000	\$5.08
2000	\$7,660,700,000	\$5.39
2001	\$8,412,500,000	\$5.66
2002	\$9,519,600,000	\$5.81

Source: "MOVIES: Box Office Sales and Admission Prices, 1998–2002": Statistics © Motion Picture Association of America (MPAA). Reprinted courtesy of MPAA. All rights reserved

The incomplete graph below was created to help describe some of the data in the table above.



- 26 According to the table, what year had the lowest average admission prices?
- A 1998
 - B 1999
 - C 2001
 - D 2002
- 27 What label should be used for the x-axis on the graph?
- A Year
 - B Total Money Received
 - C Average Admission Price
 - D Receipts and Admissions, 1998–2002
- 28 What label should be used for the y-axis on the graph?
- A Year
 - B Total Money Received
 - C Average Admission Price
 - D Receipts and Admissions, 1998–2002
- 29 What type of graph is shown below the data table?
- A pie chart
 - B bar graph
 - C line graph
 - D scattergraph
- 30 What should be the title of the graph?
- A Motion Picture Association of America, 2003
 - B Average Admission Price for All Ages, 1998–2002
 - C Total Money Received at the Box Office, 1998–2002
 - D Growth in Movie Popularity Among Americans, 1998–2002

CIVICS

Directions: Use what you know about Civics to answer questions 31 through 35.

- 31** Which of the following is an example of a First Amendment right?
- A** the freedom to attend a certain school
 - B** the freedom to choose a place to buy a house
 - C** the freedom to choose to shop at a certain store
 - D** the freedom to choose your own place of worship
- 32** Which part of government decides if a person's First Amendment rights have been violated?
- A** the courts
 - B** the senate
 - C** the police
 - D** the President
- 33** The job of the court system is to
- A** make laws.
 - B** run prisons.
 - C** enforce laws.
 - D** interpret laws.

- 34 When the mayor asks the American Red Cross to come to Salt Springs, what branch of government is the mayor representing?
- A local
 - B regional
 - C state
 - D federal
- 35 What is one of the main jobs of the American Red Cross?
- A fixing roads
 - B collecting taxes
 - C supplying blood
 - D building hospitals

HISTORY

Directions: Use what you know about History to answer questions 36 through 40.

- 36 Which of the following events happened *first* in Michigan?
- A Michigan became a state.
 - B The French built trading posts and forts.
 - C Michigan soldiers served in the Civil War.
 - D The Erie Canal opened travel to Michigan.
- 37 In which century did the French and Indian War end?
- A 16th century
 - B 17th century
 - C 18th century
 - D 19th century
- 38 Which document was written to explain why the colonies wanted to separate from Great Britain?
- A the Articles of Confederation
 - B the Bill of Rights
 - C the Declaration of Independence
 - D the Treaty of Paris

- 39 Which event took place *during* the American Revolutionary War?
- A the Battle of Saratoga
 - B the Mayflower Compact
 - C the signing of the United States Constitution
 - D the trial of John Peter Zenger
- 40 Why was the Bill of Rights added to the United States Constitution?
- A to give all individuals the right to run for office
 - B to allow individual states to write their own constitutions
 - C to keep the United States government from taking rights from citizens
 - D to make sure the United States government had more power than state governments

ECONOMICS

Directions: Read the information below and use it with what you know to answer questions 41 through 44.

RECYCLING COMPUTERS

John is a member of the Computer Club at his school. John made a poster to advertise the club's new project.

The Computer Club Needs Your Help!

The Computer Club is starting a recycle shop. Please donate your old computers, computer equipment, and computer parts.

We will recycle the computers.

1. We will try to repair the computers and sell them at a low cost.
2. If we cannot repair the computers, we will discard them safely. Then the old computers will not harm the environment.

Please volunteer your time and services to help us with this project. The Computer Club will use the money to help pay for art supplies and sports equipment for the school.

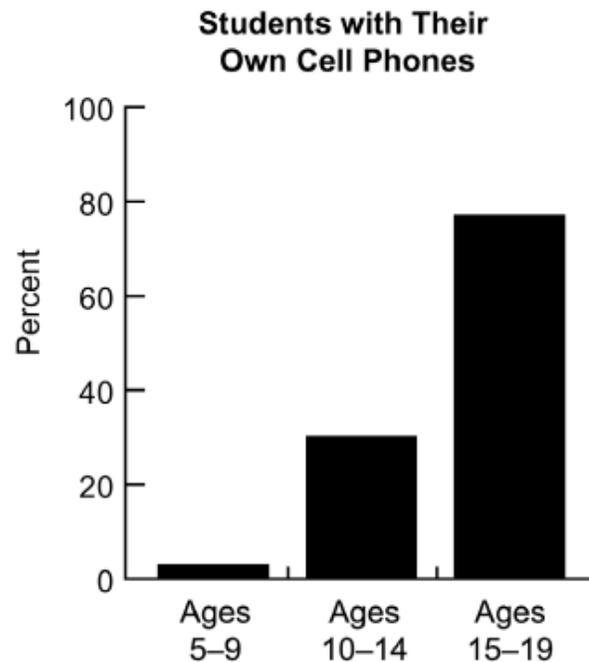
- 41 The Computer Club recycle shop is asked to repair the network cable wiring of the computer lab. Which industry might supply copper to make this wiring?
- A agriculture
 - B fishing
 - C lumbering
 - D mining
- 42 What is an example of human capital in the Computer Club's recycle shop?
- A repair tools
 - B volunteer workers
 - C donated computers
 - D advertising posters
- 43 One student wants to buy a repaired computer. What is this student buyer called?
- A a consumer
 - B a distributor
 - C an exporter
 - D a producer
- 44 If there were a debate in a community about preventing people from throwing away computers, who would make the final decision?
- A consumers
 - B distributors
 - C government
 - D producers
-
- 45 What is a purchased item called that comes into the United States from another country?
- A an export
 - B an import
 - C a service
 - D a resource

INQUIRY AND DECISION MAKING

Directions: Read the following information about a public policy issue. Use it with what you know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II.

CELL PHONES IN ELEMENTARY SCHOOLS

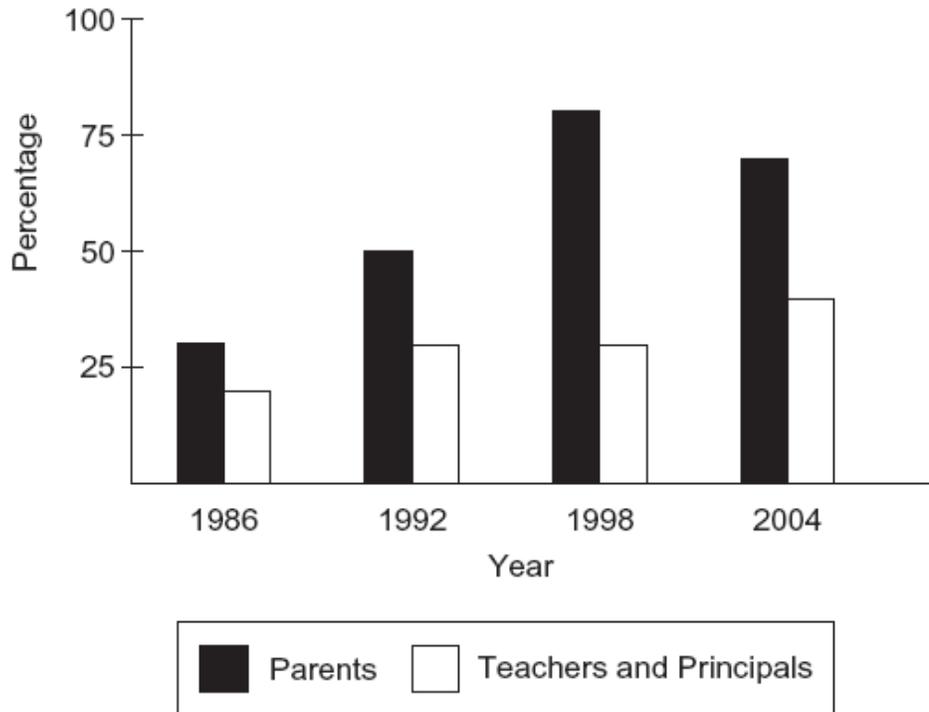
The school board of Washington Creek has been asked to review their policy of not allowing elementary students to bring cell phones to school. In 1988, Michigan made a law that students could not bring cell phones to school. In 2003, the State Legislature voted to give school districts the authority to make their own rules. Some people think children should be able to use cell phones to contact their parents in case of an emergency at school. Many school officials think cell phones interfere with learning. The school board is gathering information to help them make a decision.

DATA SECTION**Part A**

DATA SECTION (continued)

Part B

Percentage of People Who
Would Allow Students to
Have Cell Phones In Schools



COMPLETE THE FOLLOWING TASKS:**Task I: Interpreting Information**

Study the information in Part B of the Data Section.

- 46 Which of the following statements *best* describes the *relationship between time* and the **opinion about allowing students to have cell phones in schools**?

Be sure to mark your answer in your Answer Document.

- A As time has passed, parents have become more in favor of students having cell phones in schools.
- B As time has passed, more teachers and principals than parents have been in favor of students having cell phones in schools.
- C As time has passed, the number of parents who favor students having cell phones in schools has increased, then decreased.
- D As time has passed, the number of teachers and principals in favor of students having cell phones in schools has steadily decreased.

Task II: Taking a Stand

You will now take a stand on the following public policy issue.

47 Should the school board of Washington Creek allow students to have cell phones in elementary schools?

You may either support or oppose allowing students to have cell phones in elementary schools. Write a letter to a member of the school board. Use information to provide reasons that support your position.

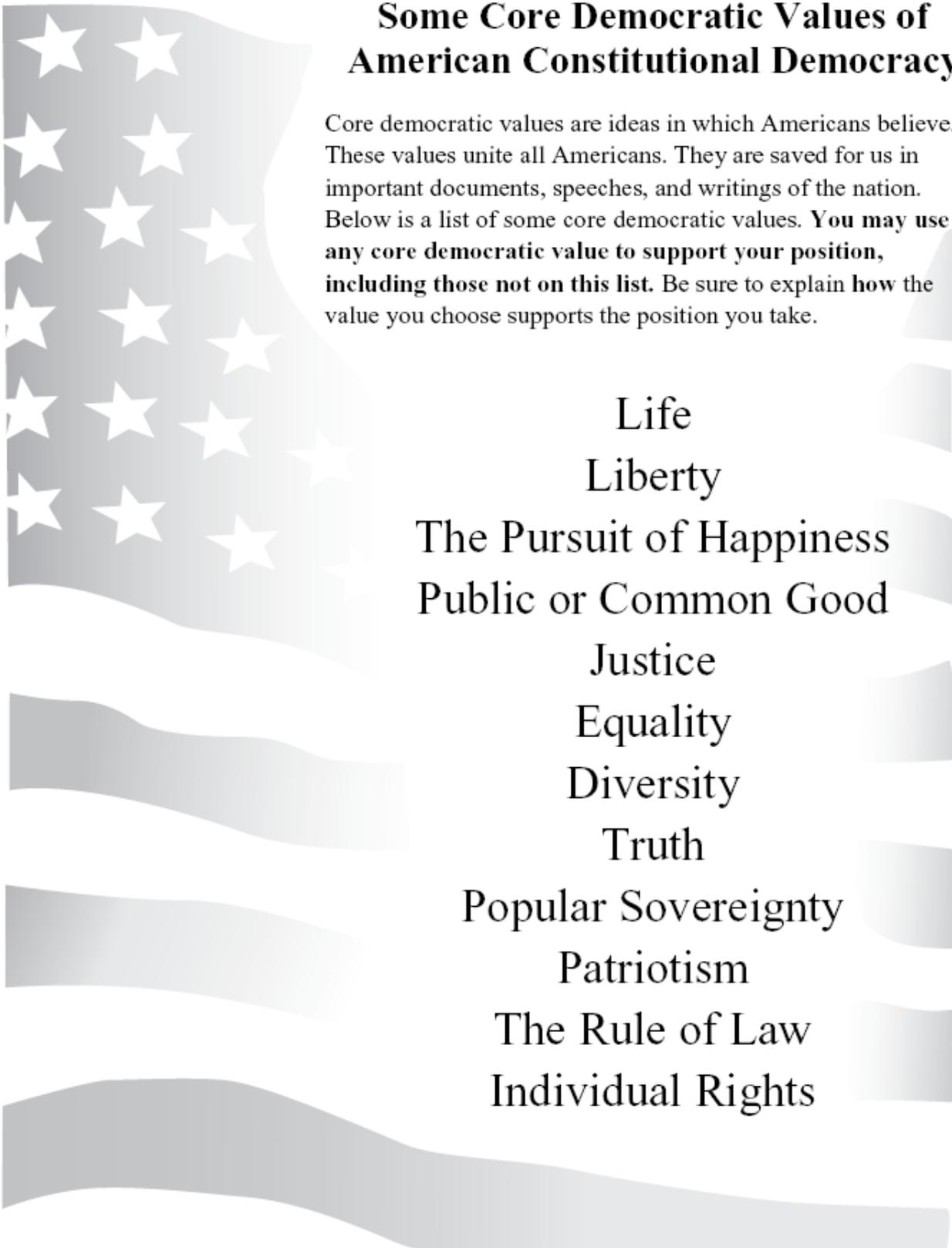
You will be graded on the following criteria. Your letter must include:

- a clear and supported statement of your position;
- supporting information using a core democratic value of American constitutional democracy; and
- supporting information from the Data Section.

- Remember:**
- Write or print neatly on the lines provided in your **Answer Document**.
 - No additional sheets may be used.
 - Nothing written in this booklet will be scored.

**Some Core Democratic Values of
American Constitutional Democracy**

Life
Liberty
The Pursuit of Happiness
Public or Common Good
Justice
Equality
Diversity
Truth
Popular Sovereignty
Patriotism
The Rule of Law
Individual Rights



Some Core Democratic Values of American Constitutional Democracy

Core democratic values are ideas in which Americans believe. These values unite all Americans. They are saved for us in important documents, speeches, and writings of the nation. Below is a list of some core democratic values. **You may use any core democratic value to support your position, including those not on this list.** Be sure to explain how the value you choose supports the position you take.

Life

Liberty

The Pursuit of Happiness

Public or Common Good

Justice

Equality

Diversity

Truth

Popular Sovereignty

Patriotism

The Rule of Law

Individual Rights

Scoring Key: Part 1

Item Number	Correct Answer	Standard/ Benchmark	Description
1	A	E.1.e.1	Explain facing scarcity with economic decisions
2	C	E.2.e.3	Examine historical/contemporary role industry played
3	A	E.1.e.3	Use decision making model explain personal choice
4	B	E.4.e.1	Explain how prices determined in market economy
5	B	E.5.e.3	Describe how businesses are involved in trade
6	D	G.4.e.4	Describe contemporary Michigan geography
7	B	G.3.e.2	Describe causes/consequences of migration to US
8	C	G.1.e.3	Locate/describe major national cultures/communities
9	C	G.2.e.4	Explain how cultures adapted/modified environment
10	B	G.4.e.6	Describe/compare the geography of major US regions
11	C	C.2.e.1	Interpret/summarize Declaration of Independence
12	D	C.2.e.2	Interpret specific rights guaranteed by Constitution
13	C	C.2.e.2	Interpret specific rights guaranteed by Constitution
14	A	C.5.e.2	Describe outside events that have affected Americans
15	B	C.2.e.3	Explain obligation to uphold constitutional rights
16	B	H.1.e.3	Place US historical events in chronological order
17	C	H.1.e.3	Place US historical events in chronological order
18	D	H.3.e.2	Interpret conflicting accounts state/national events
19	C	H.4.e.2	Select past decisions; evaluate ethics/consequences
20	C	H.1.e.3	Place US historical events in chronological order

Scoring Key: Part 2

Item Number	Correct Answer	Standard/ Benchmark	Description
21	B	G.1.e.2	Locate/describe diverse cultures and communities
22	B	G.3.e.1	Describe types of economic activity/location factors
23	D	G.3.e.4	Describe movements of goods/people/jobs/info.
24	D	G.4.e.2	Describe US cultures/communities; compare w/others
25	C	G.2.e.2	Describe location/use/importance different resources
26	A	I.1.e.3	Interpret social science information from maps
27	A	I.1.e.2	Organize social science information to make maps
28	B	I.1.e.2	Organize social science information to make maps
29	C	I.1.e.3	Interpret social science information from maps
30	C	I.1.e.2	Organize social science information to make maps
31	D	C.2.e.2	Interpret specific rights guaranteed by Constitution
32	A	C.4.e.1	Distinguish among making/enforce/interpreting laws
33	D	C.4.e.1	Distinguish among making/enforce/interpreting laws
34	A	C.4.e.3	Explain organization of local/state/federal gov'ts
35	C	C.5.e.1	Explain various ways nations of worlds interact
36	B	H.1.e.2	Place local/state events in chronological order
37	C	H.1.e.1	Measure chronological time by decades/centuries
38	C	H.3.e.1	Use primary sources to reconstruct past events
39	A	H.1.e.3	Place US historical events in chronological order
40	C	H.4.e.2	Select past decisions; evaluate ethics/consequences
41	D	E.2.e.3	Examine historical/contemporary role industry played
42	B	E.2.e.1	Distinguish among resources in producing goods
43	A	E.4.e.2	Describe how we act as a producer and consumer
44	C	E.3.e.3	Use local example of gov't providing public goods
45	B	E.5.e.3	Describe how businesses are involved in trade
46	C	I.1.e.3	Interpret social science information from maps
47	CR	D.3.e.1	Compose short essay: decision on policy issue