Grade 6

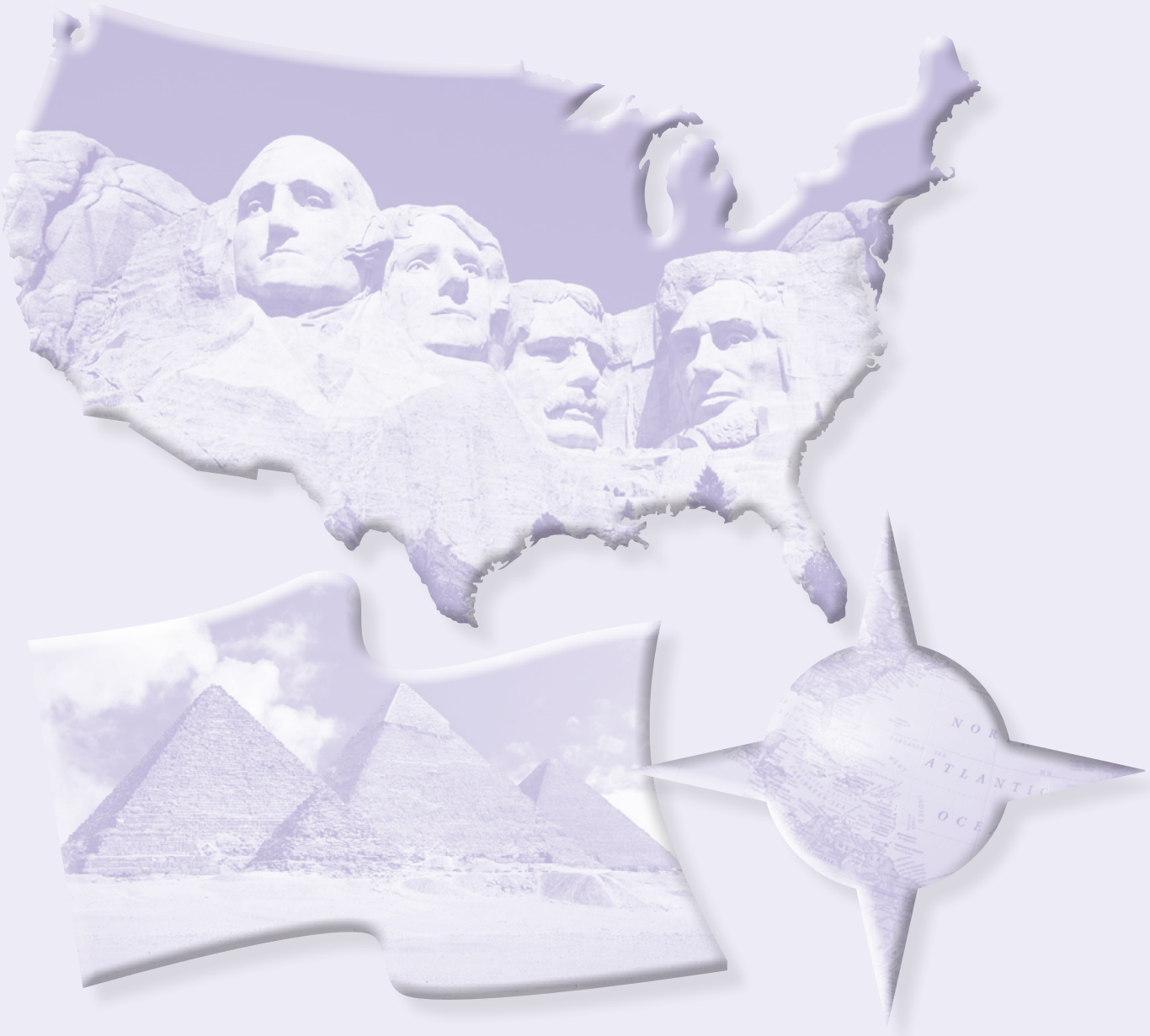
meap™

Michigan Educational Assessment Program

Item Descriptors

6th

9th



SOCIAL STUDIES

FALL 2010

MICHIGAN STATE BOARD OF EDUCATION
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NOTE: For each item listed throughout this booklet, the first statement is the Michigan Grade Level Content Expectation (GLCE) and the second statement is the descriptor for the item's stem or question.

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

PART 1

DIRECTIONS:

In this part, you will answer multiple-choice social studies questions. Some questions will ask you to read a passage, map, or other social studies-related information. Use that information with what you know to answer the question.

You must mark all of your answers in Part 1 of your **Answer Document** with a No. 2 pencil. You may underline, highlight, or write in this test booklet to help you, but nothing in this test booklet will be scored. No additional paper may be used.

Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

A sample question is provided for you below.

Sample Multiple-Choice Question:

Which economic activity is **most** important in Florida today?

A logging

B trapping

C growing potatoes and apples

D growing grapefruits and oranges

For this sample question, the correct answer is **D**. Circle **D** is filled in for the sample question on your **Answer Document**.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part 1 of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

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

1 **3 – H3.0.1:** Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).

Given a list of events in the history of Michigan and the United States, select which occurred first.

A event related to early exploration of Michigan, but not the earliest event given

B event from early U.S. political history, but not the earliest event given

C correct, identifies the earliest event given

D event from early Michigan history, but not the earliest event given

2 **3 – H3.0.5:** Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.

Given a diagram of American Indian and early European activities in the New World, identify a shared activity.

A activity associated only with Europeans

B correct, activity shared by both groups

C activity associated only with Europeans

D activity associated only with American Indians

3 **3 – H3.0.6:** Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.

Identify a cultural exchange in which English colonists learned something from American Indians.

A activity associated only with English colonists

B activity not associated with cultural exchange

C correct, an activity that American Indians shared with English colonists

D activity not associated with cultural exchange

4 **3 – H3.0.9:** Describe how Michigan attained statehood.

Identify a requirement for Michigan statehood.

A political activity reserved for after attaining statehood

B activity related to establishing a republican form of government after attaining statehood

C correct, a requirement for attaining statehood

D financial requirement not related to attaining statehood

5 **4 – H3.0.3:** Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities. *(G, E)*

Identify a factor that contributed to a major infrastructure project in Michigan and the growth of Michigan cities.

A an unrelated factor in Canada

B an unrelated industry in Canada

C correct, a natural resource that directly contributed to undertaking this infrastructure project

D the development of an unrelated industry in the Upper Peninsula

6 **4 – H3.0.8:** Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. *(G, C, E)*

Given a description of an invasive species and its direct impact, identify the broader threat to Michigan.

A describes an unrelated economic loss

B correct, describes an associated loss

C describes an unrelated industrial loss

D describes as a loss an associated activity that has increased

7 **4 – G5.0.1:** Assess the positive and negative effects of human activities on the physical environment of the United States.

Identify an impact of a specific human activity on a large ecosystem in the southern United States.

A correct, describes an impact on natural resources in this ecosystem

B describes an impact on weather that did not occur

C describes an economic impact that did not occur

D describes an impact on wildlife that did not occur

8 **3 – G1.0.2:** Use thematic maps to identify and describe the physical and human characteristics of Michigan.

Given a map of Michigan with markings and a legend indicating a physical characteristic, identify the city (of four labeled) that is most affected by this characteristic.

A not the city most affected

B not the city most affected

C not the city most affected

D correct, the city that is most affected, as indicated by the map

9 **4 – G1.0.5:** Use maps to describe elevation, climate, and patterns of population density in the United States.

Given a map of the United States with a highlighted region and a legend indicating population density, identify the region with the highest density.

A incorrect region

B correct, the region with the highest population density

C incorrect region

D incorrect region

10 **4 – G2.0.1:** Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).

Given a map of the United States with one region highlighted, identify the correct name of the region.

A name given to a region due to its climate; not the highlighted region

B correct, name given to the highlighted region due to its dominate crop

C name given to a region due to its dominate crop; not the highlighted region

D name given to a region due to its dominate landforms; not the highlighted region

11 **4 – G2.0.2:** Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.

Identify a geographic feature that is shared by the Midwest and the Northeast regions of the United States.

A correct, describes a physical feature shared by both regions

B describes a physical feature only of the Midwest

C describes a physical feature only of the Midwest

D describes a physical feature of neither region

12 **4 – G4.0.2:** Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food). (H)

Given a map of the United States with four states numbered, identify the state which is most influenced by immigration of a particular cultural group.

A a state with relatively little influence by this cultural group

B correct, the state with the most influence by this cultural group, as shown on the map

C a state with relatively limited influence by this cultural group

D a state with relatively limited influence by this cultural group

13 **3 – G5.0.2:** Describe how people adapt to, use, and modify the natural resources of Michigan. (H)

Given a map of Michigan, identify a natural resource in common among the cities indicated.

A correct, natural resource found in common among the cities

B natural resource found almost exclusively in the Upper Peninsula

C natural resource largely concentrated in the upper two-thirds of the state

D natural resource found almost exclusively in the Lower Peninsula

14 **3 – C3.0.1:** Distinguish between the roles of state and local government.

Identify a function of state governments as opposed to the federal government.

A a funding function of local governments

B correct, a function solely of state governments

C an infrastructure function of local governments

D an electoral function of local governments

15 **3 – C1.0.1:** Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).

Identify a function of Michigan state government that reflects one of the principles of representative government.

A a function held by the federal government

B not a function of state government

C correct, a state government function based on the principle of representative government

D not a function of state government

16 **4 – C2.0.2:** Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).

Given a brief scenario of a constitutional right being violated, select which right is in question.

A right of a free press

B right of free speech

C correct, right to peaceably assemble

D right to due process

17 **4 – C3.0.2:** Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license).

Identify which level of government holds a particular power.

A incorrect level of government

B incorrect level of government

C incorrect level of government

D correct, power in question belongs to the federal level

18 **4 – C3.0.4:** Describe how the powers of the federal government are separated among the branches.

Identify a task performed by the judicial branch.

A correct, identifies the key task of the judicial branch

B a task reserved for voters

C a task reserved for the legislative branch

D a task reserved for the legislative branch

19 **4 – C3.0.7:** Explain how the federal government uses taxing and spending to serve the purposes of government.

Identify a main reason the federal government collects taxes.

A an activity funded by state and local governments

B correct, a constitutionally mandated role of the federal government

C a non-government activity related to private property

D an activity that may receive some federal funding, but not a main reason for taxation

20 **3 – C5.0.1:** Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).

Identify a responsibility associated with the right to free speech.

A a political activity that is not a responsibility associated with free speech

B a political activity that is not a responsibility associated with free speech

C correct, identifies a responsibility that is associated with the right to free speech

D a communication skill that is not associated with free speech

21 **4 – C5.0.2:** Describe the relationship between rights and responsibilities of citizenship.

Identify a responsibility associated with the right to vote.

A a constitutional right that is not related to the right to vote

B an aspect of good citizenship that is not related to the right to vote

C a workplace responsibility that is not related to the right to vote

D correct, identifies a responsibility related to voting

22 **4 – C5.0.1:** Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).

Identify a civic responsibility of a United States citizen.

A an economic activity that is not a civic responsibility

B a personal activity that is not a civic responsibility

C a charitable activity that is not a civic responsibility

D correct, an activity related to the court system

23 **4 – C3.0.1:** Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).

Identify a way the United States Congress can check the powers of the President.

A correct, identifies a way Congress can limit presidential power

B not a congressional power

C an executive power

D an executive power

24 **3 – E1.0.1:** Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.

Identify the economic term that describes a given scenario of supply and demand in Michigan agriculture.

A correct, identifies the economic term that describes the scenario

B unrelated economic term

C unrelated economic term

D unrelated economic term

25 **4 – E1.0.2:** Describe a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).

Identify a characteristic of a market economy.

A a characteristic of a command economy

B a characteristic of certain co-operatives

C correct, identifies a characteristic of a market economy

D a government role that is not associated with a market economy

26 **3 – E1.0.4:** Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. *(H, G)*

Identify the column heading that completes a given table of resources used to produce a good.

A type of resource that does not complete the heading

B type of resource that does not complete the heading

C type of resource that does not complete the heading

D correct, identifies the heading that completes the table

27 **4 – E1.0.4:** Explain how price affects decisions about purchasing goods and services (substitute goods).

Identify a likely outcome when the price of a good increases.

A an unlikely decrease in the sales of a substitute good

B an unlikely decrease in an activity that requires less of the good

C an unlikely increase in an activity that requires more of the good

D correct, identifies a likely outcome of the price increase

28 **4 – E1.0.6:** Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).

Given a scenario of increased retail competition in a small town, identify a likely outcome.

A correct, identifies a likely price decrease

B a unlikely cost increase at the production level

C an unlikely increase in hiring

D an unlikely increase in profits

29 **4 – E1.0.8:** Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned. *(H)*

Identify a service provided by local government.

A a private sector service

B correct, identifies a local government service

C a federal government service

D a federal government service

30 **3 – E2.0.1:** Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).

Given a description of trade between Michigan and another state, identify why these states trade with each other.

A an export tax benefit

B a type of federal trade requirements for states

C correct, identifies the benefit of trading these goods

D a type of federal trade requirements for states

31 **5 – U1.1.1:** Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland). *(National Geography Standard 1, p. 144*)

Given a map of the United States with four numbered areas, identify the area where American Indians used a particular agricultural technique due to the climate.

A an area whose climate did not require this agricultural technique

B correct, identifies the area whose climate required this agricultural technique

C an area whose climate did not require this agricultural technique

D an area whose climate did not require this agricultural technique

32 **5 – U2.1.2:** Describe significant developments in the New England colonies, including

- patterns of settlement and control, including the impact of geography (landforms and climate) on settlement *(National Geography Standard 12, p. 167)*
- relations with American Indians (e.g., Pequot/King Phillip's War) *(National Geography Standard 10, p. 162)*
- growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies *(National Geography Standard 15, p. 173)*
- the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government *(National Geography Standard 13, p. 169)*
- religious tensions in Massachusetts that led to the establishment of other colonies in New England *(National Geography Standard 13, p. 169, C, E)*

Identify a significant economic activity in the New England colonies.

A an activity that was not significant

B correct, identifies a significant economic activity

C an activity that was not significant

D an activity that was not significant

33 **5 – U1.2.2:** Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious). *(National Geography Standard 13, p. 169, C, E)*

Given a description of what motivated a group and a person to found American colonies, identify a shared motivation.

A correct, identifies a shared motivation

B not a shared motivation

C not a shared motivation

D not a shared motivation

34 **5 – U1.3.1:** Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa). *(National Geography Standard 1, p. 144)*

Given a table of human and physical characteristics of a region, identify the associated, numbered region on the map.

A region does not have all characteristics

B correct, identifies the region with these characteristics

C region does not have all characteristics

D region does not have all characteristics

35 **5 – U1.4.2:** Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. *(National Geography Standard 12, p. 167, C, E)*

Using a quotation from an American Indian, identify an American Indian belief about ownership.

A not an American Indian belief about private ownership

B not an American Indian belief about private ownership

C not an American Indian belief about private ownership

D correct, identifies an American Indian belief about private property

36 **5 – U1.4.4:** Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans. *(National Geography Standard 11, p. 164, E)*

Identify an effect of the Columbian Exchange on both Europeans and Africans.

A not an effect on both groups

B not an effect on both groups

C correct, identifies an effect on both groups

D not an effect on both groups

37 **5 – U2.3.2:** Describe the daily life of people living in the New England, Middle, and Southern colonies. *(National Geography Standards 14 and 15; pp. 171 and 173)*

Identify what action a community in colonial New England would most likely take when a given local need arose.

A correct, identifies the most likely action

B an unlikely action involving the British king

C an unlikely and unrelated action

D an unlikely action indirectly involving the British king

38 **5 – U3.1.5:** Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. *(C)*

Identify the reason American colonists wrote the Declaration of Independence.

A an inaccurate reason related to the non-British countries

B an inaccurate reason related to the monarchy

C an inaccurate reason related to royal officials

D correct, identifies the purpose of the Declaration of Independence

39 **5 – U3.1.6:** Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

Identify a role Thomas Paine played in the American Revolution.

A correct, identifies Paine's main role in the lead-up to revolution

B an inaccurate role he played in Europe

C an inaccurate role he played in organizing colonists

D an inaccurate he role he played in the military

40 **5 – U3.3.5:** Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). *(C)*

Identify a reason the founding fathers wanted limits on the power of the federal government.

A correct, identifies royal abuses of power

B incorrectly identifies a revolutionary leader as having abused power

C correctly identifies a type of dispute among states but not a reason for limiting federal power

D correctly identifies a type of dispute among states but not a reason for limiting federal power

41 **5 – U3.3.7:** Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. *(C)*

Identify why some states wanted a Bill of Rights added to the Constitution.

A fears related to the central government and the military

B fears related to the central government and taxation

C correct, identifies fears related to the central government and personal liberties

D fears related to the central government and the economy

42 **5 – U3.3.8:** Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.

Identify a right guaranteed by the First Amendment.

A Eighth Amendment right

B correct, identifies one of the key provisions of the First Amendment

C Sixth Amendment right

D Second Amendment right

43 **5 – U3.1.4:** Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). *(C)*

Identify the role of the Second Continental Congress in uniting the colonies.

A describes the Congress taking an action in support of the monarchy

B describes the Congress taking an action in support of parliament

C correct, describes the Congress working together for independence

D describes the Congress taking an action in support of parliament

44 **5 – P3.1.2:** Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.

Given a middle-school scenario, identify which participant's point of view reflects a particular core democratic value.

A point of view does not reflect the value in question

B correct, identifies the point of view reflecting the value in question

C point of view does not reflect the value in question

D point of view does not reflect the value in question

45 **5 – P3.1.3:** Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.

Given a middle-school scenario, identify the statement that expresses the core democratic value of Justice in this situation.

A statement reflects a different democratic value

B correct, identifies the statement that embodies the democratic value of Justice

C statement does not reflect a democratic value

D statement is true, but unrelated to a democratic value

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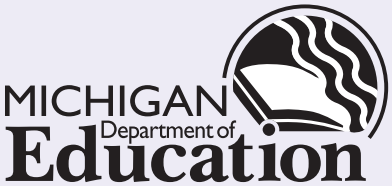

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