Grade 9

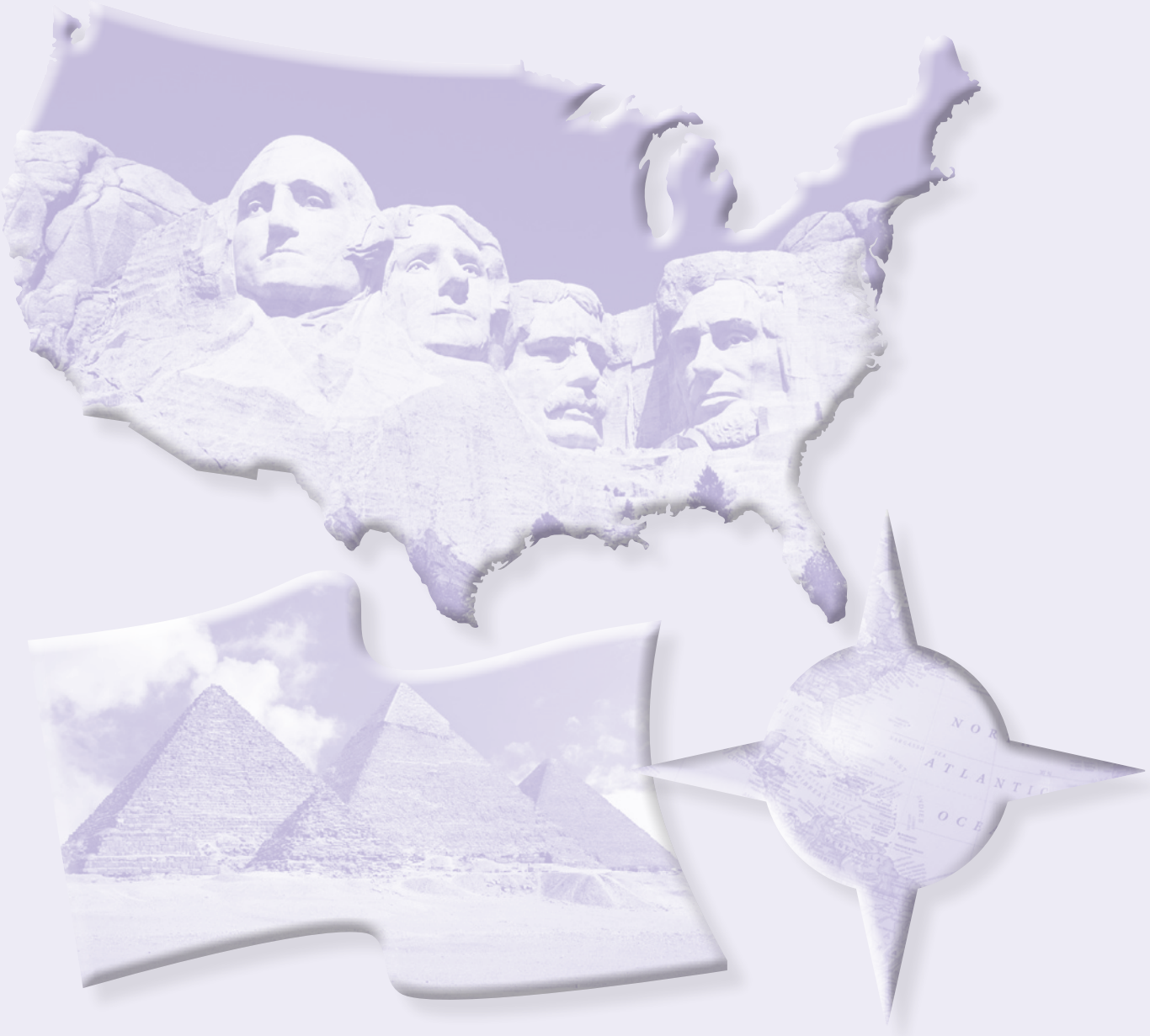
meap™

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 **6 – W1.2.3:** Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).

Identify a factor that led to the development of settlements in the New Stone Age.

A factor related to trade

B factor related to literacy

C correct, identifies a factor related to the Agricultural Revolution

D factor related to tool-making

2 **6 – W1.1.1:** Describe the early migrations of people among Earth's continents (including the Berringa Land Bridge).

Given an incomplete flow chart, identify an early migration to North America and its cause.

A correct, identities early people crossing into North America to follow a food source

B unrelated geographical location and cause

C unrelated geographical location

D correct location, incorrect cause

3 **7 – W1.2.1:** Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, suitable growth season).

Given a map of early civilizations, identify why human settlement occurred in the pattern shown.

A correct, identifies the geographical features that led to the settlement pattern shown

B climate factor not supported by the map

C vegetation factor not supported by the map

D defensive factor not supported by the map

4 **6 – W2.1.3:** Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast, Anasazi and Apache of the Southwest).

Given an image of two early American Indian dwellings, explain why they are different.

A unrelated religious factor

B unrelated political factor

C correct, identifies the related geographic factor

D unrelated trade factor

5 **7 – W3.1.5:** Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture, and culture; science, technology, and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.

Identify the significance of a major Chinese architectural achievement.

A correct, identifies it as an example of ancient military strategy

B unrelated religious significance

C unrelated stylistic significance

D unrelated ethnic and dynastic significance

6 **7 – W3.1.9:** Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.

Describe why a written language and legal codes were important in early civilizations.

A incorrect importance related to public education

B correct, identifies that these unified distinct peoples

C incorrect importance related to military strength

D incorrect importance related to religion

7 **7 – W3.2.1:** Identify and describe the beliefs of the five major world religions.

Identify the religion that holds a particular belief.

A incorrect religion

B correct, identifies the religion that holds this belief

C incorrect religion

D incorrect religion

8 **7 – G1.2.1:** Locate the major landforms, rivers, and climate regions of the Eastern Hemisphere.

Identify the environment that explains the population density in two regions of a given continent.

A environment not found on this continent

B correct, identifies the environment that explains the population density in these two regions

C environment not found in these two regions

D environment not predominate in one region and absent from the other

9 **7 – G1.3.1:** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

Identify the statement that demonstrates the geography theme of human-environment interaction.

A inaccurate statement about the proximity of a geographic feature and a city

B statement about a geographic characteristic of a country

C correct, a statement that demonstrates human-environment interaction

D statement about air transportation in a given country

10 **6 – G2.2.2:** Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).

Explain how technological advances have affected life in a particular region.

A correct, identifies an effect of technology on the region

B an opposite effect of technology on the region's environment

C an incorrect effect of technology on the region's economy

D an incorrect effect of technology on the region's wildlife

11 **6 – G1.2.4:** Use observations from air photos, photographs (print and CD), and films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

Given a photograph, identify the industry which is important to the area.

A industry not indicated by the photograph

B industry not indicated by the photograph

C industry not indicated by the photograph

D correct, the industry is indicated by the photograph

12 **6 – G1.3.1:** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

Given a list of geographic features, identify the region described.

A region does not border the body of water listed

B correct, identifies the region described by the list

C region is north of the one described by the list

D region is west of the one described by the list

13 **7 – W3.1.6:** Use historic and modern maps to locate and describe trade networks among empires in the classical era.

Given a map of the Mediterranean region showing ancient Greek imports and exports, describe the trading system.

A incorrect description of the exchange of goods as shown

B correct, identifies the exchange of goods as shown

C incorrect description of the exchange of goods as shown

D incorrect description of the exchange of goods as shown

14 **7 – G2.1.1:** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

Identify the correct physical description of a continent.

A incorrectly describes this continent's size

B correct, describes elements of this continent's landform

C incorrectly describes this continent's mountain ranges

D incorrectly describes the geographical forces that created this continent

15 **6 – G3.2.2:** Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).

Given a table including the climate and vegetation for four numbered regions, identify which region had the most human settlement.

A this region has annual precipitation levels and vegetation that did not attract the most settlement

B this region has annual precipitation levels and vegetation that did not attract the most settlement

C correct, this region has annual precipitation levels, temperature ranges, and vegetation that attracted the most settlement

D this region has similar vegetation as the correct region, but its annual rainfall and average temperatures did not attract the most settlement

16 **7 – W2.1.4:** Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).

Given a timeline of the developments in the ancient world, identify which geographic concept is indicated.

A correct, identifies the concept of cultural diffusion

B unrelated geographic concept involving movement

C unrelated geographic concept involving behavior

D unrelated geographic concept involving population

17 **7 – W1.2.1:** Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, suitable growth season).

Explain what major river systems provided for early civilizations.

A a benefit of some rivers, but not utilized by early civilizations

B a benefit of some rivers, but very localized with little impact on early civilizations

C a benefit of some rivers, but not the river systems associated with early civilizations

D correct, identifies what major river systems provided for early civilizations

18 **7 – W3.2.3:** Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia. *(National Geography Standard 6, p. 73)*

Identify which event explains why two countries on different continents share a common cultural trait.

A correct, identifies the spread of a religion that influenced the shared cultural trait

B incorrect religious connection

C unrelated system of trade

D unrelated military explanation

19 **6 – G4.2.1:** List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).

Identify the most important factor influencing a particular wave of migration in the United States.

A the growth of an unrelated industry

B correct, identifies the technology that was the most important factor

C an economic development that had limited influence on migration

D an invention that influenced migration, but not the most important factor

20 **7 – G4.4.1:** Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).

Identify the primary cause of conflict between two neighboring countries in South Asia.

A incorrect economic cause

B incorrect communication cause

C incorrect resource cause

D correct, identifies the primary cultural cause

21 **7 – G4.3.2:** Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).

Given a map of a country showing population density, identify which feature affects the population pattern shown.

A political feature

B correct, identifies the physical environment

C cultural feature

D land area feature

22 **6 – G5.2.1:** Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean, and earthquakes in Mexico City and Colombia).

Identify which decision the people of a Gulf Coast state faced following a natural disaster.

A a decision to relocate closer to harm's way

B correct, identifies a decision to relocate farther from harm's way

C a decision to refuse to pay certain taxes

D a decision to refuse government intervention

23 **7 – G5.1.3:** Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).

Given an example of human changes to the physical environment, identify how these changes have affected surrounding regions.

A correct, identifies an increase in an economic activity

B unrelated effect on political relations among regions

C unrelated physical effect on surrounding regions

D unrelated effect on populations

24 **7 – G5.1.1:** Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban centers, and chemical spills in European rivers).

Given a photograph of an agricultural practice, identify how the environment benefits from this practice.

A correct, identifies an environmental benefit

B unrelated benefit to water quality

C unrelated benefit to wildlife

D unrelated benefit to native vegetation

25 **6 – C1.1.1:** Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).

Identify a difference between a democracy and a dictatorship.

A correct, identifies a fundamental characteristic of a democracy

B a characteristic of some, but not all dictatorships

C a characteristic of some, but not all dictatorships

D an incorrect characteristic of a democracy

26 **6 – C4.3.3:** Give examples of how countries work together for mutual benefits through international organizations (e.g., North American Free Trade Agreement [NAFTA], Organization of American States [OAS], United Nations [UN]).

Identify a likely outcome of a particular group of countries joining a free trade organization.

A unlikely economic outcome for member countries

B correct, identifies a likely outcome related to trade among member countries

C unlikely outcome related to trading with non-member countries

D unlikely outcome related to imports from non-member countries

27 **7 – C4.3.3:** Explain why governments belong to different types of international and regional organizations (e.g., United Nations [UN], North Atlantic Treaty Organization [NATO], Organization of the Petroleum Exporting Countries [OPEC], European Union [EU], African Union [AU], G-8 countries [leading economic/political]).

Identify a situation in which the United States would ask the United Nations for assistance.

A correct, a situation related to the United Nation's mission of peace-keeping

B a situation that would be the sole responsibility of the federal government

C a situation that would the sole responsibility of the United States Congress

D a situation that is outside of the United Nation's mission

28 **7 – E1.1.1:** Explain the role of incentives in different economic systems (acquiring money, profit, goods, wanting to avoid loss, position in society, job placement).

Identify which incentive motivates entrepreneurs in a free market system.

A personal incentive that is not related to a free market system

B personal incentive that is not related to a free market system

C personal incentive that is not related to a free market system

D correct, identifies a fundamental incentive for entrepreneurs

29 **7 – E1.1.2:** Describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service (e.g., education, health care, military protection).

Identify how certain local public services are funded in a market economy.

A correct, identifies the role of local taxation in providing public services

B non-local government payments to the private sector

C source of funding and providers not related to local public services

D source of funding and distribution not related to local public services

30 **6 – E2.3.1:** Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.

Identify the most likely influence of a boycott on another country.

A correct, identifies the most likely economic impact on the other country

B an unlikely military outcome

C an inaccurate description of the usual effect of a boycott

D an inaccurate description of what prompts a boycott

31 **6 – E3.3.1:** Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)

Given a description of production and distribution within a type of economic system, identify that economic system.

A an economic system that does not match the description

B an economic system that does not match the description

C an economic system that only partially matches the description

D correct, identifies the type of economic system given in the description

32 **7 – E3.1.4:** Explain how communications innovations have affected economic interactions and where and how people work (e.g., Internet home offices, international work teams, international companies).

Identify a way communication advances have changed markets.

A incorrect statement about trade

B incorrect statement about price increases

C correct, identifies a way communication advances have increased customer bases

D incorrect statement about demand for domestic goods

33 **8 – U3.3.4:** Explain how the new Constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions; dual sovereignty (state-federal power); rights of individuals; the Electoral College; the Three-Fifths Compromise; and the Great Compromise.

Identify the issues addressed by the Three-Fifths Compromise.

A judicial and voting issues

B statehood and land claim issues

C individual rights and the legislature

D correct, identifies two issues addressed by the Three-Fifths Compromise

34 **8 – U3.3.6:** Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. *(C3)*

Identify the purpose of the Bill of Rights.

A correct, identifies the protection of personal liberties

B purpose related to judicial powers

C purpose related to protesting government

D purpose related to legislative powers

35 **8 – U3.3.7:** Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. *(C2)*

Describe an essential idea found in the Declaration of Independence.

A historically inaccurate statement about the British king

B inaccurate statement about the proper role of government

C correct, describes the idea of consent of the governed

D historically inaccurate statement about the goals of the signers

36 **8 – U3.3.5:** Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. *(C2) (National Geography Standard 3, p. 148)*

Identify what the Anti-Federalists opposed about the United States Constitution.

A correct, identifies the reason for Anti-Federalist opposition

B unrelated judicial reason

C unrelated sectional reason

D unrelated representation reason

37 **8 – U4.1.4:** Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in *Marbury v. Madison* (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., *McCullouch v. Maryland*, *Dartmouth College v. Woodward*, *Gibbons v. Ogden*). *(C3, E1.4, 2.2)*

Explain the significance of *Marbury v. Madison*.

A correct, explains establishing judicial review

B unrelated Elastic Clause issue

C unrelated commerce issue

D urelated Contract Clause issue

38 **8 – U4.2.1:** Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of

- agriculture, including changes in productivity, technology, supply and demand, and price *(E1.3,1.4) (National Geography Standard 14, p. 171)*
- industry, including entrepreneurial development of new industries, such as textiles *(E1.1)*
- the labor force including labor incentives and changes in labor forces *(E1.2)*
- transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices *(E1.2,1.3) (National Geography Standard 3, p. 148)*
- immigration and the growth of nativism *(National Geography Standard 9, p. 160)*
- race relations
- class relations

Identify a reason for regional differences in early nineteenth-century industrialization.

A inaccurate description of the Southern workforce

B inaccurate description of financial resources in the South

C correct, identifies natural resources in New England that fueled the Industrial Revolution

D unrelated educational resources in New England

39 **8 – U4.2.3:** Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. *(E2.1) (National Geography Standard 6, p. 154)*

Given a map showing parts of the South and the Midwest and a legend, identify what is shown.

A correct, identifies routes of the Trail of Tears

B inaccurate routes regarding the spread of slavery

C unrelated military route

D unrelated Indian war route

40 **8 – U5.1.3:** Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights). *(C3)*

Given a table regarding three prominent senators in the early nineteenth century, identify the statement that best completes the table.

A correct, identifies the given senator's position on tariffs and his reasoning

B inaccurate description of that senator's position on tariffs and his reasoning

C inaccurate description of that senator's position on tariffs and his reasoning

D inaccurate description of that senator's position on tariffs and his reasoning

41 **8 – U5.1.6:** Describe how major issues debated at the Constitutional Convention, such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery, help explain the Civil War. *(C2) (National Geography Standard 13, p. 169)*

Identify which democratic value was violated by the Three-Fifths Compromise.

A democratic value unrelated to the compromise

B unrelated virtue

C unrelated balance-of-power concept

D correct, identifies the core democratic value violated by the compromise

42 **8 – U5.1.5:** Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War. *(C2)*

Given historical context and a quote by John Brown, explain the meaning of the quote.

A correct, identifies slavery as the issue to which Brown referred

B unrelated conflict with American Indians

C unrelated labor union issue

D unrelated labor law issue

43 **8 – U5.2.3:** Examine Abraham Lincoln's presidency with respect to

- his military and political leadership
- the evolution of his emancipation policy (including the Emancipation Proclamation)
- and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence *(C2)*

Given an excerpt from a proclamation issued by Abraham Lincoln, explain its importance during the Civil War.

A inaccurate effect in the Western territories

B inaccurate effect in areas not in rebellion

C correct, identifies an effect in the Confederacy

D inaccurate effect related to Reconstruction

44 **8 – U5.1.4:** Describe how the following increased sectional tensions:

- the Missouri Compromise (1820)
- the Wilmot Proviso (1846)
- the Compromise of 1850, including the Fugitive Slave Act
- the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas
- the *Dred Scott v. Sandford* decision (1857)
- changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party)

(C2, C3) (National Geography Standard 13, p. 169)

Identify an effect of the Kansas-Nebraska Act of 1854.

A unrelated tariff issue

B unrelated Southern export issue

C correct, identifies an increase in tensions between the North and the South

D inaccurate description of regional cooperation

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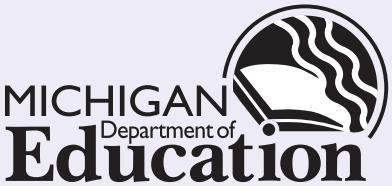

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