



RELEASED ITEMS

**SOCIAL STUDIES
GRADE 9**

Fall 2006

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

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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 10 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.

CIVICS

Directions: Use what you know about Civics to answer questions 1 through 5.

- 1 How is the President of the United States *different* from rulers of dictatorships?
 - A The President is elected by the Supreme Court.
 - B The President's authority comes from the people.
 - C The President can be elected for six consecutive terms.
 - D The President can select members for his Cabinet without the Senate's approval.

- 2 Which document gives the President of the United States the power to make treaties and appoint public officials?
 - A the Bill of Rights
 - B the Northwest Ordinance
 - C the Articles of Confederation
 - D the United States Constitution

- 3 Which of the following is an example of a power that an individual state does **NOT** have?
 - A raising state taxes
 - B opening a new highway
 - C printing its own state money
 - D allowing 18-year-olds to vote

- 4 Why is it possible for a state to make a law that says a citizen must be 18 years old to vote?
- A States can make any laws they want.
 - B State governments do not have to follow the United States Constitution.
 - C State governments know that all people under 18 years old do not want to vote.
 - D State governments can pass laws that agree with the United States Constitution.
- 5 Which person is involved in a criminal court case that would only be heard in a federal court?
- A a person who counterfeits money
 - B a person suing a neighbor for cutting down a tree
 - C a person who has stolen a truck from a local business
 - D a person who wants the right to sell his goods in a neighboring state

HISTORY

Directions: Read the chart below and use it with what you know to answer questions 6 through 10.

SECESSION FROM THE UNION

Beginning in December 1860, the states of the Confederacy decided to secede from the Union.

Dates of Secession

State	Date
South Carolina	December 20, 1860
Mississippi	January 9, 1861
Florida	January 10, 1861
Alabama	January 11, 1861
Georgia	January 19, 1861
Louisiana	January 26, 1861
Texas	February 1, 1861
Virginia	April 17, 1861
Arkansas	May 6, 1861
North Carolina	May 20, 1861
Tennessee	June 8, 1861
Missouri	October 31, 1861
Kentucky	November 20, 1861

- 6 What occurred before secession of the southern states?
- A The Confederacy fought the Battle of Gettysburg.
 - B Abraham Lincoln was elected President of the United States.
 - C The Emancipation Proclamation freed enslaved people in Confederate states.
 - D President Abraham Lincoln announced his war aims in the Gettysburg Address.

- 7 Why did some of the southern states that seceded take so long to make a decision?
- A They first wanted to get assurances that England would buy their cotton crops.
 - B Most people in these states wanted to support President Abraham Lincoln.
 - C The population of these states was divided on the subject of secession.
 - D These states had plans to emancipate enslaved people in the future.
- 8 What did the people of South Carolina believe Abraham Lincoln wanted to do after he was elected President?
- A establish a Freedmen’s Bureau
 - B interfere with the practice of slavery
 - C grant citizenship to African Americans
 - D restrict the exporting of cotton to England
- 9 Why did most southern states decide to form the Confederate States of America after secession?
- A to improve relations with the Union
 - B to work together for similar interests
 - C to protect the civil rights of enslaved people
 - D to speed the construction of a national railroad
- 10 Why was the Union victory at Gettysburg important to the war effort?
- A It ended further Confederate invasions of the North.
 - B It resulted in recognition of the Confederacy by France.
 - C It protected the Confederate capital from further attack.
 - D It showed the superior military strength of the Confederacy.

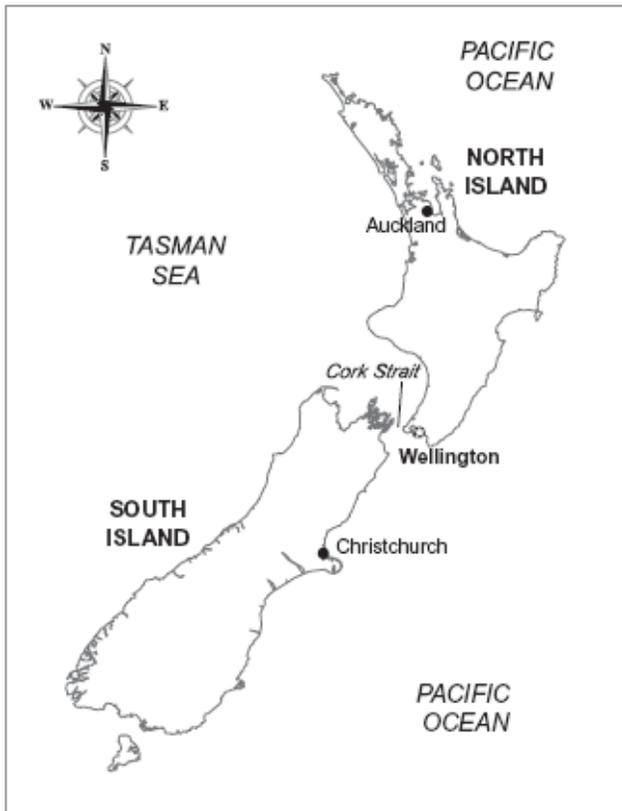
GEOGRAPHY

Directions: Look at the maps below and use them with what you know to answer questions 11 through 15.

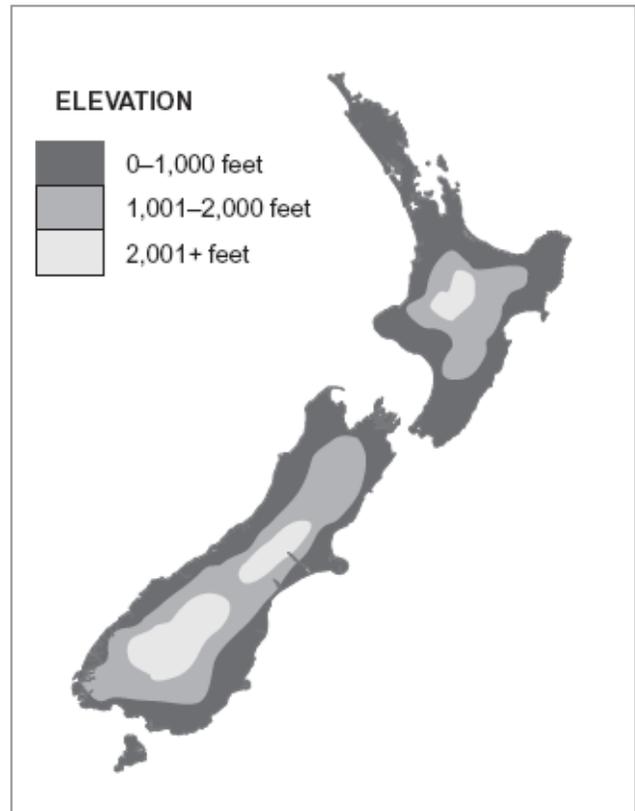
NEW ZEALAND

New Zealand is an island nation located in the South Pacific.

New Zealand – Political



New Zealand – Physical



- 11 What is the *best* way to export coal and iron from New Zealand to other countries?
- A aircraft
 - B railroads
 - C ships
 - D trucks
- 12 Which of the following has been a consequence of the introduction of European plants and animals to New Zealand?
- A The climate has changed to adapt to the new species.
 - B The numbers of native plants and animals have increased drastically.
 - C People living in New Zealand are not interested in native plants and animals.
 - D The new plants and animals have squeezed native ones out of their natural habitats.
- 13 Geographers consider New Zealand to be part of Oceania, a region that is *best* described as a
- A continent with deserts and tropical rainforests.
 - B densely populated region rich in natural resources.
 - C huge area of salt water dotted with many small islands.
 - D continent of many small countries with a common culture.
- 14 A tourist to New Zealand who wanted to experience a cold climate would *most likely* visit what part of the country?
- A the northern part
 - B the southern part
 - C the eastern part
 - D the western part
- 15 What is the *best* explanation for why New Zealand supports many plants and animals that are found nowhere else?
- A New Zealand is isolated from other lands.
 - B Explorers brought many species from Africa.
 - C Scientists in New Zealand developed new species.
 - D The desert climate there is ideal for plants and animals.

ECONOMICS

Directions: Read the information below and use it with what you know to answer questions 16 through 20.

SUSAN’S NEW BUSINESS

Susan has been working in an office, but now she would like to stay at home with her young children. Susan has been making jewelry as a hobby for many years. She has sold many pieces to friends and at local craft fairs. Susan is starting a small business and is now selling her creations to jewelry stores.

- 16 How could cuts in federal income tax rates affect Susan’s business?
- A The sale of jewelry would decline.
 - B Profits from the shop would decrease.
 - C The supply of raw materials would increase.
 - D Customers would have more money to spend.
- 17 What is an important economic role for Susan’s business?
- A It is a source of pride for the community.
 - B It is an important employer for her community.
 - C It is a way for consumers to acquire unique products.
 - D It is a major source of revenue for the federal government.

- 18 Susan can use public goods to obtain ideas for advertising by
- A purchasing a magazine from a store.
 - B visiting a jewelry store to research designs.
 - C hiring a professional artist to take photographs.
 - D using the library to read about small businesses.
- 19 Susan decides to buy a new computer for her business. Where will she get the *best* information about computers?
- A from television advertisements
 - B from magazine advertisements for computers
 - C from the nearest electronics store that sells one kind of computer
 - D from reading reports about customer satisfaction in a consumer magazine
- 20 Susan places some of her profits in a savings account. What role does the federal government play in this account?
- A It limits the amount of savings.
 - B It insures the money in the account.
 - C It sends payments to bank customers.
 - D It approves the opening of the account.

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.

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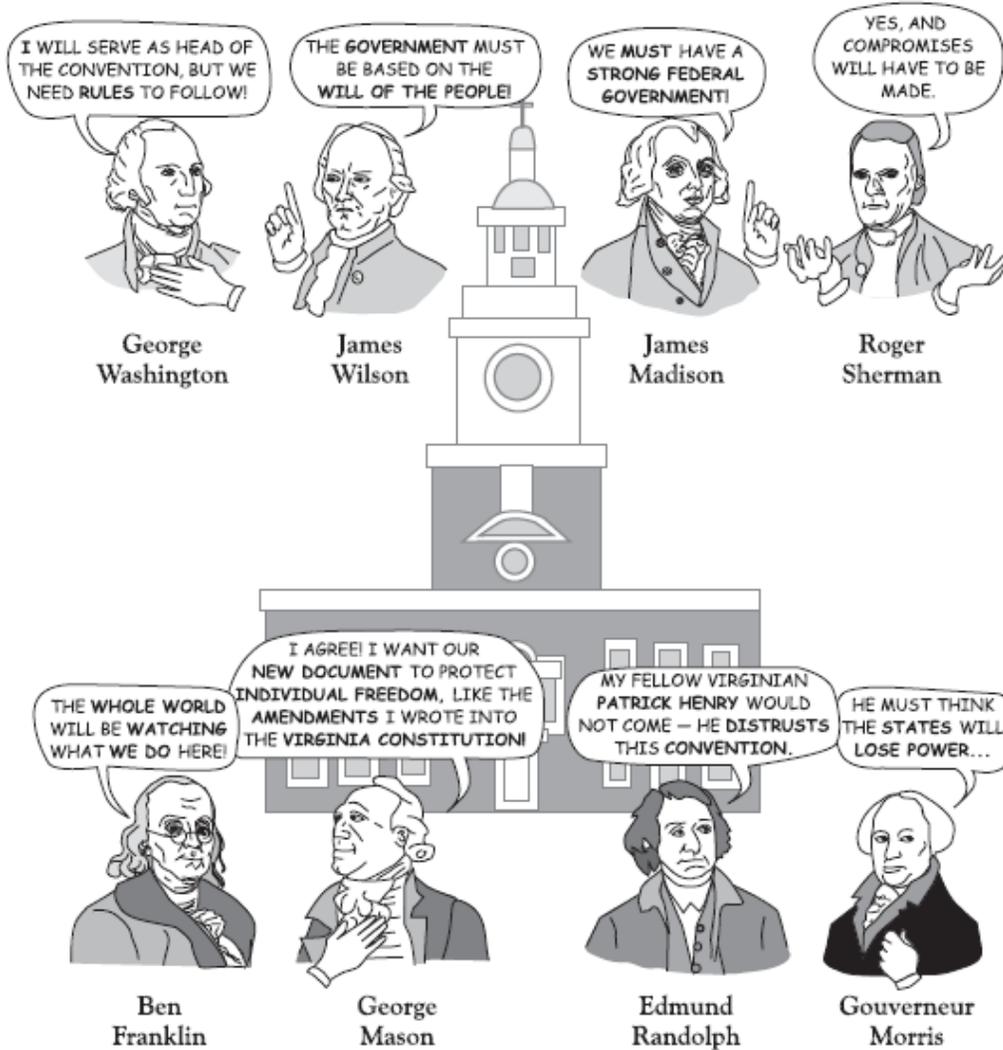
Please raise your hand if you have any questions.

You may now begin.

HISTORY

Directions: Read the information below and use it with what you know to answer questions 21 and 22.

CONSTITUTIONAL CONVENTION PHILADELPHIA, PENNSYLVANIA—1787



In May 1787, delegates met at Independence Hall in Philadelphia, Pennsylvania. They created a new Constitution for the United States.

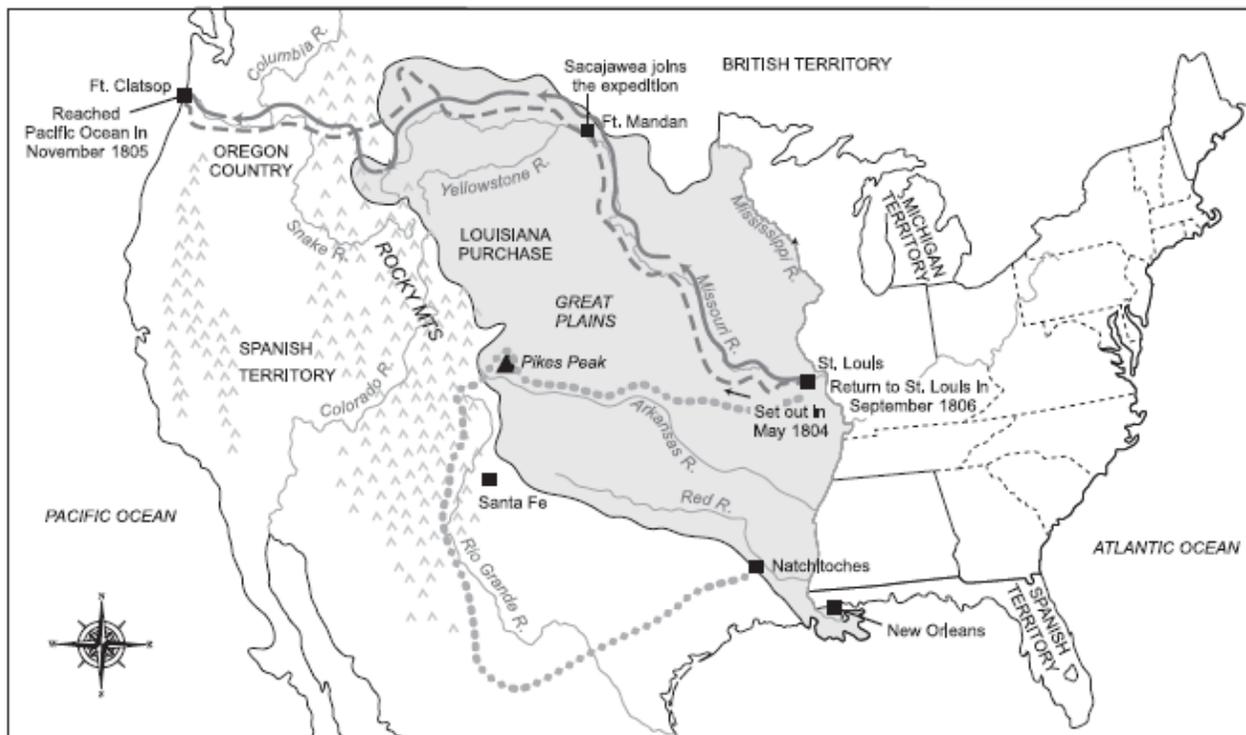
- 21 Why was a Constitutional Convention held in Philadelphia in 1787?
- A to declare war against England
 - B to approve the Louisiana Purchase
 - C to improve the United States government
 - D to provide civil rights for enslaved people
- 22 What contribution did George Mason and Patrick Henry's actions make to American government today?
- A creation of a national bank
 - B creation of the Bill of Rights
 - C establishment of presidential term limits
 - D establishment of the District of Columbia

HISTORY

Directions: Look at the map below and use it with what you know to answer questions 23 through 25.

EXPLORATIONS OF THE LOUISIANA PURCHASE

Meriwether Lewis and William Clark led the first transcontinental expedition during Thomas Jefferson’s presidency. Zebulon Pike led an expedition through the Southwest.



KEY		
—	- - -	●●●●
Lewis & Clark's Expedition	Lewis & Clark's Return Expedition	Zebulon Pike's Expedition

- 23 Which event happened *first* during Lewis and Clark’s journey across the North American continent?
- A Lewis and Clark reached the Pacific Ocean.
 - B Lewis and Clark traveled up the Missouri River.
 - C Lewis and Clark located routes through the Rocky Mountains.
 - D Lewis and Clark built a fort at the mouth of the Columbia River.
- 24 How did the members of the Lewis and Clark expedition accomplish their scientific objectives?
- A They increased the supply of food in the West.
 - B They found and wrote about natural resources.
 - C They developed transcontinental communication.
 - D They experimented with new types of desert travel.
- 25 Zebulon Pike described the Great Plains and the Southwest as “the Great American Desert.” His description influenced many Americans at that time to believe that the region contained
- A dense forests that made transportation difficult.
 - B an environment that was good for building farms and towns.
 - C thousands of Native Americans who welcomed new settlers.
 - D vegetation that did not provide enough nutrition for the pioneers.

ECONOMICS

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

SHEILA'S BUSINESS

Sheila is a home-based writer interested in computer technology and education. She often gets paid for articles she writes for Web magazines and technology journals. She also is paid for a technology column she writes for the local newspaper.

Sheila also has a free Web site that discusses education technology issues. Although the Web site is free for users, she accepts contributions to help her maintain the Web site. For additional income, Sheila sometimes teaches computer classes in her community.

Sheila's employers do not deduct taxes from her paychecks. Instead, Sheila must keep track of her earnings and pay taxes on these earnings every year.

- 26 At the end of each article that Sheila writes, she includes the address to her Web site and encourages readers to visit it. This is an example of
- A advertising.
 - B opportunity cost.
 - C bartering for services.
 - D economic measurement.
- 27 Sheila is considering charging a subscription fee for people to view her Web site. What is a *likely* outcome of doing this?
- A increased income from the Web site, but a decreased number of readers
 - B increased supply of Sheila's writings, but decreased taxation of her business
 - C increased exposure of the Web site, but decreased profit made by the Web site
 - D increased demand for the Web site, but decreased demand for Sheila's services

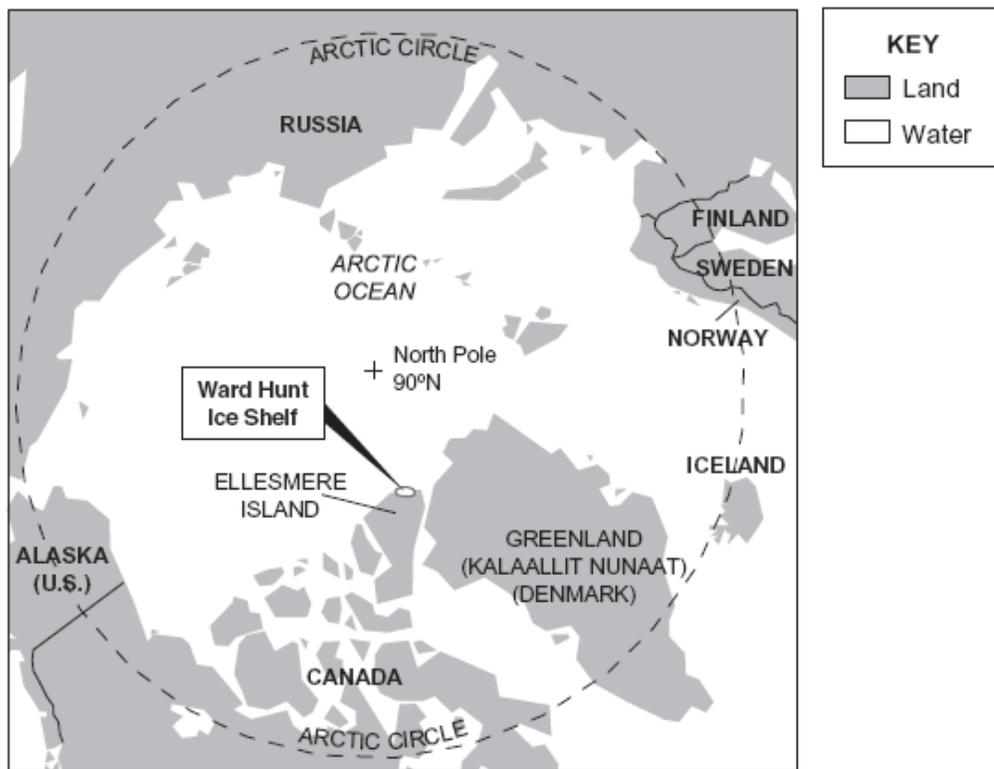
- 28 What role would the government regularly play in Sheila’s business?
- A It would loan her money to get more education.
 - B It would loan her money to expand her business.
 - C It would collect taxes on the income from her business.
 - D It would decide which articles she could publish in the newspaper.
- 29 Sheila asks for a raise at the local newspaper. What information could she present to her employer that would suggest she deserves the raise?
- A a list of her monthly bills
 - B information revealing how much money her business earns every year
 - C a study showing a decrease in subscriptions since she started her column
 - D data showing an increase in the number of newspapers sold on days her column appears
- 30 When Sheila gets paid to teach a computer class in retirement centers, what is she providing?
- A a public good
 - B a private good
 - C a public service
 - D a private service

GEOGRAPHY

Directions: Look at the map below and use it with what you know to answer questions 31 through 35.

ARCTIC WARMING

The Arctic region is warming up. In 2003, the Ward Hunt Ice Shelf, a 3,000-year-old sheet of Arctic ice, split into two main parts. The ice shelf covered an area roughly one-seventh the size of Rhode Island. This event has raised new concerns about global warming.



- 31 Many of Russia's rivers empty into the Arctic Ocean. What is the main reason these rivers are **NOT** usually used for transporting goods?
- A The rivers are frozen in the summer months.
 - B The rivers empty into an ocean that is frozen for much of the year.
 - C There are no natural resources along these rivers which could be shipped.
 - D The government of the former Soviet Union did not want ships in the Arctic.
- 32 Why do some scientists think the breakup of the Ward Hunt Ice Shelf is significant?
- A It will reduce the size of the Arctic Ocean.
 - B It is a sign that world temperatures are rising.
 - C It means that the United States can no longer drill for oil.
 - D One of the world's major shipping lanes can no longer be used.
- 33 How does the Arctic ecosystem differ from the Antarctic ecosystem?
- A The Antarctic remains unexplored.
 - B There is no wildlife found in the Antarctic.
 - C Antarctica is not affected by global warming.
 - D Antarctica is mostly land, and the Arctic is mostly ocean.
- 34 Why is the Arctic Ocean important to the United States?
- A The polar regions play a part in regulating Earth's climate.
 - B The Arctic Ocean is a popular tourist destination for many Americans.
 - C The frozen ice serves as a water supply to the United States in times of drought.
 - D Recreational fishing in the Arctic Ocean is important to the United States economy.
- 35 What is the *best* definition of the tundra of the Arctic region?
- A a barren area with no plants or animals
 - B a heavily wooded area with a large variety of animals
 - C a treeless area where much of the ground is permanently frozen
 - D plants and animals that live on land that is covered in water most of the year

CIVICS

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

- 36 Which of the following is an example of a shared power?
- A requiring officials to enforce laws
 - B allowing immigrants to stay in the United States
 - C requiring all children under the age of sixteen to attend school
 - D allowing snowshoes made in Minnesota to be sold in Michigan
- 37 Which of the following is the *best* description of a duty performed by the President of the United States when he is acting as Commander in Chief?
- A The President raises money for his political party.
 - B The President proposes new laws for Congress to pass.
 - C The President makes decisions about national security.
 - D The President prepares the annual budget for the United States.
- 38 Which part of the United States Constitution gives the states all powers **NOT** given to the federal government?
- A the Bill of Rights
 - B the Articles of Confederation
 - C the Declaration of Independence
 - D the Preamble to the United States Constitution

- 39 Which branch of the government makes laws concerning driver's licenses?
- A the federal
 - B the judicial
 - C the legislative
 - D the Cabinet
- 40 The federal and state governments both establish courts in order to do which of the following?
- A make laws
 - B change laws
 - C enforce laws
 - D interpret laws

INQUIRY

Directions: Read the information below and use it with what you know to answer questions 41 through 45.

HOW WE SPEND OUR TIME

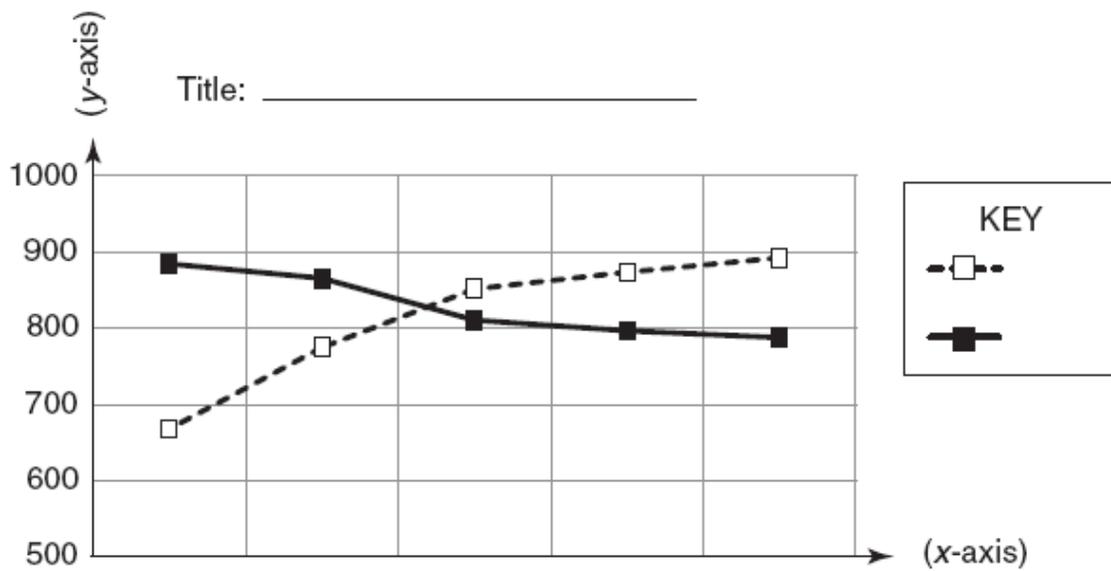
**Estimated Time Spent in the United States
on Selected Media, 1998–2006
(Hours Per Person Per Year)**

Media	1998	2000	2002	2004 (est.)	2006 (est.)
Broadcast Television*	884	865	810	796	787
Cable/Satellite Television	667	774	851	873	892
Radio	936	964	1,001	1,032	1,062
Home Video	36	46	77	109	126
Video Games	43	75	84	95	106

Source: U.S. Census Bureau, *Statistical Abstract of the United States: 2003*.

* Broadcast television channels, like ABC, CBS, FOX, NBC, PBS, and WB, can be received in areas with large populations for free and do not require cable or satellite dishes.

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



- 41 In the projected years 2004 and 2006, what is the relationship shown in the table?
- A More people play video games than watch broadcast television.
 - B More people listen to radio than watch both kinds of television combined.
 - C People are spending more time watching home videos than playing video games.
 - D As the number of people watching cable television goes up, the number of people listening to the radio has gone down.
- 42 What label should be used for the y-axis on the graph?
- A Year
 - B Total Number of Hours
 - C Average Number of Hours
 - D Media Use in the United States
- 43 What is the *best* label for the solid line in the key?
- A Radio
 - B Broadcast Television
 - C Total Amount of Media
 - D Cable/Satellite Television
- 44 What is the *best* label for the dotted line in the key?
- A Radio
 - B Broadcast Television
 - C Total Amount of Media
 - D Cable/Satellite Television
- 45 What other kind of graph would be appropriately used to represent the data?
- A pie chart
 - B single bar graph
 - C single line graph
 - D double bar graph

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.

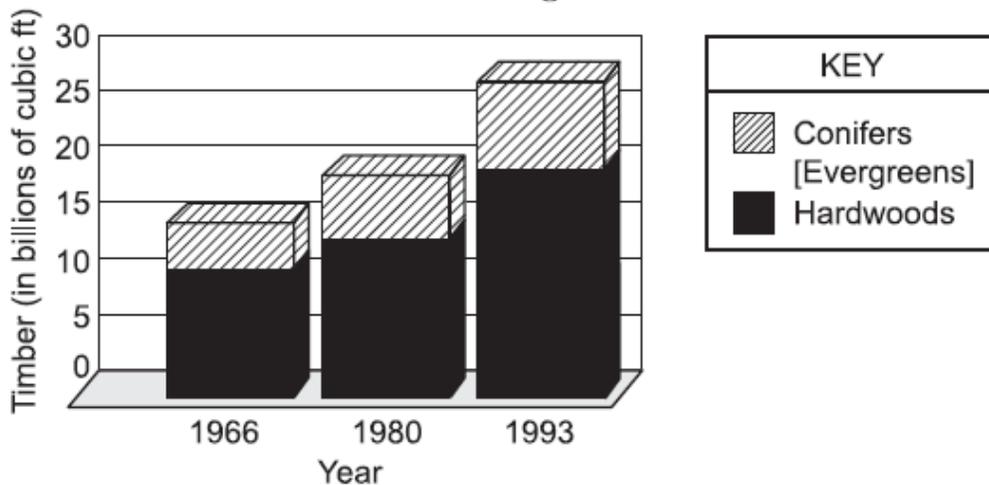
MICHIGAN TIMBER

When European settlers first came to what is now Michigan, about 95% of the territory was forested. Now, about 53% of the state is forested. However, logging is still an important Michigan industry. Some people want to outlaw clearcut logging in the state. Clearcut logging is when all or almost all trees in an area are cut down at the same time. Other people think it is economically necessary to allow clearcut logging.

DATA SECTION

Part A

Timber in Michigan Forests



Source: Department of Agriculture, Forest Services.

DATA SECTION (continued)

Part B

Over 800 companies, large and small, participate in Michigan logging. They harvest trees in different ways, depending on the kind of tree they are harvesting.

	Clearcut	Selective Cutting
Definition	All or almost all trees are cut down.	Only some trees are cut.
Regrowth Potential	high	high
Cost of harvesting	lowest	highest
Animal habitat	good	poor to medium
Appearance of land after cutting	poor	good
Potential damage to soil	lowest	highest
Potential water runoff problems	highest	lowest

Source: Michigan Forests Forever Teachers Guide, Michigan State University Extension, 2004.

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

Read the information in Part A of the Data Section.

- 46 Which of the following statements *best* describes the *relationship between time and the amount of timber in Michigan*?

Be sure to mark your answer in your **Answer Document**.

- A As time has passed, the amount of conifers has decreased.
- B As time has passed the total amount of timber has increased.
- C As time has passed, the amount of hardwoods has decreased.
- D As time has passed, the amount of conifers has increased and the amount of hardwoods has decreased.

Task II: Taking a Stand

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

47 Should the State of Michigan put further restrictions on clearcut logging in the state?

You may either support or oppose increasing restrictions on clearcut logging. Write a letter to your state legislator.

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;
- supporting knowledge (it is not enough to state your opinion) from history, geography, civics (other than the core democratic values), or economics; 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.

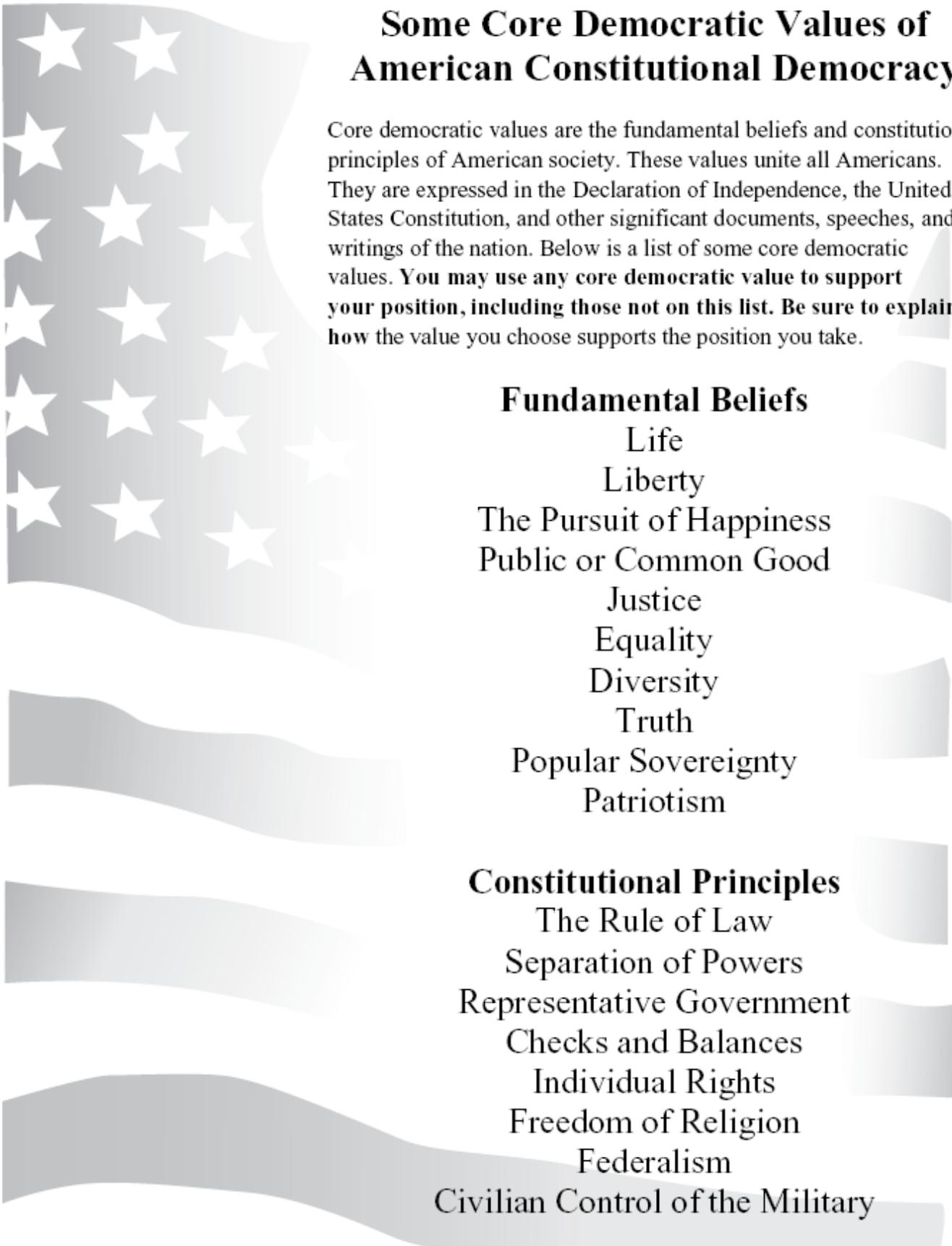
Some Core Democratic Values of American Constitutional Democracy

Fundamental Beliefs

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

Constitutional Principles

The Rule of Law
 Separation of Powers
 Representative Government
 Checks and Balances
 Individual Rights
 Freedom of Religion
 Federalism
 Civilian Control of the Military



Some Core Democratic Values of American Constitutional Democracy

Core democratic values are the fundamental beliefs and constitutional principles of American society. These values unite all Americans. They are expressed in the Declaration of Independence, the United States Constitution, and other significant 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.**

Fundamental Beliefs

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

Constitutional Principles

The Rule of Law
Separation of Powers
Representative Government
Checks and Balances
Individual Rights
Freedom of Religion
Federalism
Civilian Control of the Military

Scoring Key: Part 1

Item No.	Correct Answer	Standard/ Benchmark	Description
1	B	C.1.m.2	Distinguish representative democracy and other types
2	D	C.2.m.2	Describe ways Constitution delegates gov't powers
3	C	C.1.m.2	Distinguish representative democracy and other types
4	D	C.1.m.2	Distinguish representative democracy and other types
5	A	C.3.m.1	Distinguish between civil and criminal procedure
6	B	H.1.m.1	Construct and interpret timelines of people/events
7	C	H.1.m.1	Construct and interpret timelines of people/events
8	B	H.1.m.2	Describe major factors U.S. eras: 1620-1877
9	B	H.1.m.2	Describe major factors U.S. eras: 1620-1877
10	A	H.1.m.2	Describe major factors U.S. eras: 1620-1877
11	C	G.3.m.3	Describe movement of people/goods in world regions
12	D	G.2.m.5	Describe human/environment interactions
13	C	G.2.m.2	Locate major ecosystems/describe characteristics
14	B	G.2.m.1	Locate/describe/compare ecosystems/resources
15	A	G.2.m.2	Locate major ecosystems/describe characteristics
16	D	E.3.m.2	Identify different forms of economic measurement
17	C	E.4.m.2	Describe roles of American economic institutions
18	D	E.3.m.1	Distinguish public/private goods: contemporary world
19	D	E.4.m.4	Analyze purchasers get information re: goods/services
20	B	E.3.m.3	Use case studies to assess gov't role in the economy

Scoring Key: Part 2

Item No.	Correct Answer	Standard/ Benchmark	Description
21	C	H.1.m.2	Describe major factors U.S. eras: 1620-1877
22	B	H.2.m.4	Use historical biographies to explain past events
23	B	H.1.m.1	Construct and interpret timelines of people/events
24	B	H.1.m.2	Describe major factors U.S. eras: 1620-1877
25	D	H.3.m.3	Show historical knowledge is tentative re: revisions
26	A	E.4.m.3	Use case studies exemplify supply/demand/prices
27	A	E.2.m.2	Compare various methods production/distribution
28	C	E.3.m.3	Use case studies to assess gov't role in the economy
29	D	E.4.m.3	Use case studies exemplify supply/demand/prices
30	D	E.3.m.1	Distinguish public/private goods: contemporary world
31	B	G.3.m.1	Locate/describe major economic activities
32	B	G.2.m.3	Explain importance of different kinds of ecosystems
33	D	G.2.m.1	Locate/describe/compare ecosystems/resources
34	A	G.2.m.1	Locate/describe/compare ecosystems/resources
35	C	G.2.m.2	Locate major ecosystems/describe characteristics
36	A	C.2.m.2	Describe ways Constitution delegates gov't powers
37	C	C.2.m.2	Describe ways Constitution delegates gov't powers
38	A	C.2.m.2	Describe ways Constitution delegates gov't powers
39	C	C.2.m.2	Describe ways Constitution delegates gov't powers
40	D	C.2.m.2	Describe ways Constitution delegates gov't powers
41	C	I.1.m.1	Locate information re: various natural environments
42	C	I.1.m.1	Locate information re: various natural environments
43	B	I.1.m.1	Locate information re: various natural environments
44	D	I.1.m.1	Locate information re: various natural environments
45	D	I.1.m.1	Locate information re: various natural environments
46	B	I.1.m.1	Locate information re: various natural environments
47	CR	D.3.m.1	Compose essays about decisions on policy issues