



## 010 Political Science

Effective after October 1, 2013



MI-SG-FLD010-05



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## **PART 1: General Information About the MTTC Program and Test Preparation**

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)



## PART 2: Test Objectives and Sample Test Questions

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### INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

#### Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

#### Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.



## TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Political Science Concepts and Skills	15%
Foundations and Operation of Government in the United States	40%
The Political Process and U.S. Citizenship	15%
Interdisciplinary Perspectives	30%

### I. POLITICAL SCIENCE CONCEPTS AND SKILLS

**001 Understand political science terms and concepts and recognize different forms of contemporary and historical government.**

Includes:

- basic political science terms and concepts (e.g., judicial review, executive privilege, nation-state, power, legitimacy, authority, sovereignty, political socialization, interest group theory, social contract theory)
- the origins and purposes of government
- analysis of historical documents related to the development of political thought (e.g., Aristotle's *Politics*; Magna Carta; Niccolò Machiavelli's *The Prince*; the English Bill of Rights; John Locke's *Two Treatises of Government*; Baron de Montesquieu's *The Spirit of the Laws*; the Declaration of the Rights of Man and of the Citizen; the *Communist Manifesto*; the writings of Sun Tzu, Mohandas Gandhi, and Václav Havel)
- characteristics of different systems of government (e.g., monarchy, autocracy, oligarchy, theocracy, representative democracy, direct democracy, authoritarianism, totalitarianism, limited and unlimited government)
- similarities and differences between the political system of the United States and other contemporary (e.g., presidential, semi-presidential, parliamentary) and historical governments

**002 Apply methods for conducting political science research and analyzing and interpreting political science information.**

Includes:

- steps in the research process (e.g., formulating questions, choosing a research design, collecting data, organizing and communicating results)
- resources and techniques used in political science research (e.g., qualitative vs. quantitative research, public opinion polls, census data, congressional records, electoral results, demographic databases, surveys, questionnaires, content analysis)
- acquisition and organization of political science data (e.g., gathering sources, note taking, file maintenance, preparation of bibliographies) and the use of electronic technologies to assist in assessing and managing information
- analysis of political science documents and interpretations (e.g., recognizing purpose, point of view, and central questions; distinguishing between fact and opinion; making inferences and drawing conclusions)
- evaluation of political science information (e.g., assessing evidence, identifying underlying assumptions, recognizing bias)
- interpretation of political science issues represented in graphic formats (e.g., charts, diagrams, maps, political cartoons, graphs)

**II. FOUNDATIONS AND OPERATION OF GOVERNMENT IN THE UNITED STATES**

**003 Understand fundamental principles of government in the United States.**

Includes:

- basic principles and fundamental values of American democracy (e.g., limited government; popular sovereignty; federalism; the rule of law; life, liberty, and the pursuit of happiness) and key articles and major amendments to the U.S. Constitution
- analysis of documents related to the historical and philosophical origins of American constitutional government (e.g., Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of Independence, the Federalist Papers)
- major debates and compromises underlying the formation and ratification of the U.S. Constitution
- analysis of documents related to the evolution of democratic ideals in the United States (e.g., the Seneca Falls Declaration of Sentiments, the Gettysburg Address, Martin Luther King Jr.'s "I Have a Dream" speech, the Universal Declaration of Human Rights)
- historical and contemporary conflicts over competing constitutional principles or fundamental values
- landmark U.S. Supreme Court decisions (e.g., *Marbury v. Madison*, *Gibbons v. Ogden*, *McCulloch v. Maryland*, *Brown v. Board of Education*, *United States v. Nixon*)
- instructional strategies and resources for promoting the acquisition of political science knowledge, applying techniques for assessing student understanding of political science, and utilizing knowledge of professional standards and technology in political science instruction

**004 Understand the principles and operation of the U.S. legal system.**

Includes:

- basic legal terms (e.g., injunction, writ of habeas corpus, discovery, indictment)
- functions of law in U.S. society, and major sources of U.S. law (e.g., constitutional, statutory, case, administrative)
- operation of the U.S. legal system (e.g., criminal law, civil litigation, alternative dispute resolution)
- landmark U.S. Supreme Court decisions related to the U.S. legal system (e.g., *Gideon v. Wainwright*, *Miranda v. Arizona*, *Mapp v. Ohio*)
- instructional strategies and resources for promoting the acquisition of political science knowledge, applying techniques for assessing student understanding of political science, and utilizing knowledge of professional standards and technology in political science instruction

**005 Understand the organization, functions, and operation of the federal government in the United States.**

Includes:

- purposes, organization, functions, and processes of the legislative branch of the federal government
- purposes, organization, functions, and processes of the executive branch of the federal government
- purposes, organization, functions, and processes of the judicial branch of the federal government
- the separation of powers and the operation of the system of checks and balances in U.S. constitutional government
- lawmaking processes in the United States (e.g., how a bill becomes law, the role of lobbyists and special interest groups in the legislative process)
- organization and functions of government corporations, independent regulatory agencies, and executive agencies in the federal government
- financing of governmental functions at the federal level
- instructional strategies and resources for promoting the acquisition of political science knowledge, applying techniques for assessing student understanding of political science, and utilizing knowledge of professional standards and technology in political science instruction

**006 Understand state and local government in the United States and the organization, functions, and operation of state and local government in Michigan.**

Includes:

- granted, concurrent, and reserved powers of state governments in the United States
- relations between federal, state, and local governments in the United States (e.g., models of federalism)
- basic principles and major components of the Michigan Constitution
- purposes, organization, functions, and processes of the legislative, executive, and judicial branches of government in Michigan
- types, powers, and responsibilities of local governments in Michigan
- the electoral process in Michigan at the state and local levels
- operation of the initiative, referendum, recall, and ratification processes in Michigan
- financing of governmental functions at the state and local levels in Michigan
- instructional strategies and resources for promoting the acquisition of political science knowledge, applying techniques for assessing student understanding of political science, and utilizing knowledge of professional standards and technology in political science instruction

**007 Understand international relations and the formation and execution of U.S. foreign policy.**

Includes:

- fundamental concepts of international law (e.g., sovereignty, natural rights) and major theories and concepts of international relations (e.g., realism, isolationism, balance of power)
- formation of U.S. foreign policy (e.g., constitutional powers of the president and Congress, foreign policy tools available to the president, factors influencing the formation of U.S. foreign policy)
- major U.S. foreign policy initiatives and doctrines
- the effect of major political, economic, technological, and cultural developments in the United States on other parts of the world
- the organization and dynamics of global politics (e.g., United Nations, NATO, the European Union, nuclear proliferation, global economic relationships)
- major events and developments in post-World War I world diplomacy (e.g., Treaty of Versailles, Yalta Conference, arms race, Korean and Vietnam wars) and their impact on the United States
- issues in contemporary international relations (e.g., human rights, globalization, environmental concerns, global terrorism) and their impact on the United States
- instructional strategies and resources for promoting the acquisition of political science knowledge, applying techniques for assessing student understanding of political science, and utilizing knowledge of professional standards and technology in political science instruction

### III. THE POLITICAL PROCESS AND U.S. CITIZENSHIP

**008 Understand political parties and the electoral process in the United States.**

Includes:

- the development of political parties and their role in the U.S. political process
- major features of the U.S. electoral system (e.g., reapportionment, primary elections, nominating conventions, the Electoral College)
- historical developments that have expanded voting rights in the United States
- factors influencing the conduct of political campaigns and the outcome of elections (e.g., the roles of money, the media, advertising, polls, voter registration laws, special interest groups)
- public opinion and voter participation in the U.S. political system
- instructional strategies and resources for promoting the acquisition of political science knowledge, applying techniques for assessing student understanding of political science, and utilizing knowledge of professional standards and technology in political science instruction

**009 Understand the rights and responsibilities of U.S. citizenship.**

Includes:

- methods of attaining citizenship in the United States
- constitutional rights guaranteed to U.S. citizens (e.g., due process, equal protection under the laws)
- legal obligations and responsibilities of citizenship
- the role of civic engagement in U.S. society and ways in which citizens can participate in the political process
- events and developments in U.S. history that have increased or diminished individual civil liberties and ways in which democratic procedures can affect social change and secure individual liberties
- instructional strategies and resources for promoting the acquisition of political science knowledge, applying techniques for assessing student understanding of political science, and utilizing knowledge of professional standards and technology in political science instruction

#### IV. INTERDISCIPLINARY PERSPECTIVES

**010 Understand the relationship between history and political science.**

Includes:

- chronological relationships between major events and eras in Michigan, U.S., and world history
- evaluation of causes, consequences, and relationships between major events in Michigan, U.S., and world history from diverse perspectives
- multiple interpretations of major events and developments in Michigan, U.S., and world history that have shaped the evolution of political thought and governmental institutions (e.g., Athenian democracy, the European Enlightenment, the Great Depression)
- the causes and consequences of major political revolutions in U.S. and world history
- the effect of influential political ideas (e.g., classical liberalism, fascism, communism, progressivism, conservatism) on U.S. and world history
- uses and limitations of various historical source materials (e.g., oral histories, newspapers, diaries, artifacts, probate data, tax lists, census data, correspondence, materials accessed through information technology)

**011 Understand the relationship between geography and political science.**

Includes:

- the influence of geography on the development of government (e.g., the growth of representative government in Great Britain's North American colonies)
- the impact of geography on the evolution of political thought (e.g., the doctrine of Manifest Destiny, Frederick Jackson Turner's frontier thesis)
- the location of political boundaries and the geographic factors that have influenced them
- ways in which the forces of cooperation and conflict (e.g., cultural and political divisions within and between places, major international organizations) influence the division and control of the earth and its resources
- the geographic context of global issues involving political stability and change

**012 Understand the relationship between economics and political science.**

Includes:

- basic principles, components, and controversies of international economics (e.g., comparative advantage, free trade and protectionism, exchange rates, major international economic organizations) and the political dimensions of economic globalization
- the role of government in the U.S. economic system (e.g., sources of government revenue, types of government services, government regulations, fiscal and monetary policy)
- historical and contemporary concepts and debates about the role of government in the economy (e.g., classical economics vs. Keynesian economics, command economy vs. market economy)
- how economic factors have shaped political ideas and the evolution of government institutions (e.g., free enterprise and evolution of democratic government, economic nationalism and the emergence of fascism)

**013 Understand core democratic values, recognize the rights and responsibilities of citizenship in a democratic society, and apply methods for analyzing public policy questions.**

Includes:

- core democratic values of America's constitutional republic and ways in which pivotal decisions and major debates in U.S. history reflect those values
- ways in which conduct by a member of a democratic society reflects core democratic values
- steps in the decision-making and problem-solving processes (e.g., identifying decisions to be made or problems to be solved, gathering information, identifying alternative courses of action)
- ways of engaging in constructive conversation about matters of public concern (e.g., clarifying issues, considering opposing views, applying democratic values, anticipating consequences, working toward making decisions)
- ways of making reasoned and informed decisions on public issues (e.g., stating issues clearly, tracing the origins of issues, analyzing various perspectives people bring to public policy debates, recognizing factors to be considered when formulating resolutions to public issues, evaluating possible solutions)
- criteria used to analyze evidence and position statements (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, distortions, appeals to bias or prejudice)
- ways of using reasoned arguments and pertinent evidence to compose coherent essays that express positions on public issues



## SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. According to Thomas Hobbes, human beings have a relentless and insatiable desire for power and a belief that individual security can only be achieved through the acquisition of ever more power. Hobbes would most likely have argued that the main purpose of government is to:
  - A. reduce social inequities.
  - B. protect economic rights.
  - C. distribute scarce resources.
  - D. manage political conflict.
2. Which of the following provisions of the U.S. Constitution best illustrates the founders' commitment to the principle of popular sovereignty?
  - A. All bills for raising federal revenue must originate in the lower house of the national legislature.
  - B. The Constitution shall be the supreme law of the land.
  - C. Presidential electors from all of the states shall choose the president of the United States.
  - D. The power of the federal judiciary shall extend to all cases arising under the Constitution.
3. Most of the amendments added to the U.S. Constitution after the Bill of Rights were intended to:
  - A. modify the electoral process or increase popular participation in political life.
  - B. correct imbalances in the division of power between the federal government and state governments.
  - C. provide increased protection for the due process rights of U.S. citizens.
  - D. improve the operation of the system of checks and balances in the federal government.
4. English common law most influenced the development of which of the following sources of U.S. law?
  - A. constitutional law
  - B. case law
  - C. administrative law
  - D. statutory law

5. The U.S. Supreme Court ruling in *Gideon v. Wainwright* (1963) reversed a conviction in a Florida case in which the defendant had been denied counsel. The Court's decision in the case was based primarily on an application of which of the following constitutional provisions?
  - A. the Eighth Amendment's protection against cruel and unusual punishments
  - B. the Fourteenth Amendment's extension of due process protections
  - C. the First Amendment's protection of the right to petition for a redress of grievances
  - D. the Ninth Amendment's protection of the unenumerated rights of the people
6. The U.S. Supreme Court would most likely exercise original jurisdiction in which of the following types of cases?
  - A. a civil suit involving a sum in excess of one million dollars
  - B. a legal controversy between two or more states
  - C. a criminal case involving an official of the federal government
  - D. a legal controversy between two federal agencies
7. Which of the following responses best describes a major function of the Michigan state legislature?
  - A. ensuring that laws are implemented fairly and efficiently
  - B. raising revenue to finance state programs
  - C. supervising the operations of the Michigan National Guard
  - D. defining the personal freedoms of Michigan citizens
8. For which of the following reasons would the people of Michigan most likely exercise their power of initiative?
  - A. to remove an unpopular elected official
  - B. to have an existing law submitted to the voters
  - C. to propose a new law
  - D. to nominate a candidate for public office

9. Balance of power theory is based on the assumption that:

- A. economic strength is the main determinant of a nation's place in the global political system.
- B. nations will form coalitions to prevent the expansion of aggressor states.
- C. alliances are inherently unstable because all states are committed to pursuing their own interests.
- D. national engagement with other states presents greater dangers than opportunities.

10. The media most influence the conduct of political campaigns in the United States by:

- A. covering political debates.
- B. publishing candidate speeches.
- C. setting the agenda for public discussion.
- D. endorsing specific candidates for election.

11. In which of the following situations has an individual's right to due process been violated?

- A. The trial of an accused criminal is held in the same community in which the crime took place.
- B. A prosecuting attorney refuses to enter into a plea bargain agreement.
- C. The lawyer for an accused criminal is not allowed to question prosecution witnesses.
- D. The U.S. Supreme Court refuses to hear a case concerning an individual's right to counsel.

12. A high school government teacher is seeking materials for a unit on events and developments in U.S. history that have expanded civil liberties. Which of the following types of instructional materials are most likely to develop students' critical thinking skills?

- A. biographical essays on leading figures involved in campaigns to expand civil liberties
- B. timelines providing an overview of major initiatives and significant turning points in the struggle to expand civil liberties
- C. excerpts from primary sources addressing the aims and strategies of groups involved in efforts to expand civil liberties
- D. printouts of Internet articles summarizing the achievements of groups that helped expand civil liberties

13. England's Glorious Revolution of 1688–1689 provides a particularly useful starting point for a study of which of the following political concepts?

- A. universal suffrage
- B. proportional representation
- C. judicial review
- D. parliamentary sovereignty

14. The Great Depression in the United States contributed to developments that:

- A. increased the power of Congress in relation to the other two branches of government.
- B. reduced the level of cooperation between state governments and the federal government.
- C. increased government responsibility as a guarantor of social and economic stability.
- D. reduced many of the traditional functions of political parties.

15. Agricultural innovation in early civilizations most influenced the development of new forms of government by:

- A. contributing to increased population movement within societies.
- B. creating the need for effective systems of resource management.
- C. intensifying competition for resources between societies.
- D. reducing the proportion of the population engaged in agriculture.

16. According to Frederick Jackson Turner's frontier thesis, the frontier experience can best be used to examine the development of which of the following characteristics of U.S. society?

- A. the commitment to due process of law
- B. the acceptance of multicultural communities
- C. the belief in free market capitalism
- D. the ideology of egalitarian democracy

17. Which of the following features of early capitalist development contributed most directly to the growth of representative government?

- A. the protection of private property
- B. the organization of joint stock companies
- C. the operation of competitive markets
- D. the process of capital accumulation

18. Widespread economic distress was a critical factor in the establishment of:

- A. fascist government in central Europe during the 1930s.
- B. communist government in Southeast Asia during the 1940s.
- C. theocratic government in Southwest Asia during the 1970s.
- D. democratic government in South America during the 1980s.

Use the passage below to answer the two questions that follow.

The 1930s witnessed a dramatic shift in the voting patterns of African Americans. Those living in northern cities had traditionally voted Republican. They did so because it was the party of Lincoln, and because the Democratic Party in the South was the party of secession, segregation, and white supremacy. As late as 1932, Herbert Hoover took about two-thirds of the African American vote in northern urban areas; four years later, more than three-quarters of these voters cast their ballots for Franklin D. Roosevelt. The reasons for this transfer of allegiance did not stem from Roosevelt's stance on civil rights, an area in which he did almost nothing. Rather, it was because New Deal programs provided African Americans with greater benefits than they had ever before received from government, and at a time when such assistance was desperately needed. Also, a number of major figures in the administration—Eleanor Roosevelt in particular—demonstrated a genuine sensitivity to African American needs.

The shift in African American voter allegiance had long-term consequences. As migration from the South increased during the war years and after, African Americans became an important constituency in many northern cities. In turn, their political leverage within the national Democratic Party grew. To be sure, party leaders were slow to respond to their demands. During the 1950s and early 1960s, neither Adlai Stevenson nor John F. Kennedy showed any conspicuous enthusiasm for civil rights. But an African American political base had been established, and it would ultimately play an important part in pushing through the legislative advances of the civil rights movement.

19. Which of the following responses best describes the author's main purpose in the passage?

- A. to expose the indifference of major Democratic political figures to the needs of African Americans
- B. to raise questions about the role of African Americans in the Democratic Party
- C. to describe the emergence of a powerful Democratic voting bloc among northern African Americans
- D. to explain the reasons for traditional African American support of Republican political candidates

20. Which of the following assumptions about political parties most influenced the author's argument in the passage?

- A. Political parties have long been essential instruments of democracy in the United States.
- B. The more diverse their constituencies, the more effective political parties are.
- C. Political parties function as important intermediaries between individuals and government.
- D. Groups with significant electoral weight ultimately make their voices heard within political parties.

**ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS**

Item Number	Correct Response	Objective
1.	<b>D</b>	Understand political science terms and concepts and recognize different forms of contemporary and historical government.
2.	<b>A</b>	Understand fundamental principles of government in the United States.
3.	<b>A</b>	Understand fundamental principles of government in the United States.
4.	<b>B</b>	Understand the principles and operation of the U.S. legal system.
5.	<b>B</b>	Understand the principles and operation of the U.S. legal system.
6.	<b>B</b>	Understand the organization, functions, and operation of the federal government in the United States.
7.	<b>B</b>	Understand state and local government in the United States and the organization, functions, and operation of state and local government in Michigan.
8.	<b>C</b>	Understand state and local government in the United States and the organization, functions, and operation of state and local government in Michigan.
9.	<b>B</b>	Understand international relations and the formation and execution of U.S. foreign policy.
10.	<b>C</b>	Understand political parties and the electoral process in the United States.
11.	<b>C</b>	Understand the rights and responsibilities of U.S. citizenship.
12.	<b>C</b>	Understand the rights and responsibilities of U.S. citizenship.
13.	<b>D</b>	Understand the relationship between history and political science.
14.	<b>C</b>	Understand the relationship between history and political science.
15.	<b>B</b>	Understand the relationship between geography and political science.
16.	<b>D</b>	Understand the relationship between geography and political science.
17.	<b>A</b>	Understand the relationship between economics and political science.
18.	<b>A</b>	Understand the relationship between economics and political science.
19.	<b>C</b>	Apply methods for conducting political science research and analyzing and interpreting political science information.
20.	<b>D</b>	Apply methods for conducting political science research and analyzing and interpreting political science information.