



# Massachusetts Tests for Educator Licensure<sup>®</sup>

# TEST INFORMATION BOOKLET

**50 Middle School  
Humanities**

MA-SG-FLD050-03

*Massachusetts Department of Education*

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## **Test Information Booklet Order Form**

*Middle School Humanities*  
*(Field 50)*

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**Test Overview Chart**

**Test Objectives**

**Sample Test Items**

**Answer Key and Sample Responses**



***Test Overview Chart:  
Middle School Humanities (50)***

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Subareas	Approximate Number of Multiple-Choice Items	Number of Open-Response Items
I. Literature and Language	30–32	
II. Reading, Rhetoric, and Composition	18–20	
III. History	30–32	
IV. Geography, Government, and Economics	18–20	
V. Integration of Knowledge and Understanding of English		1
VI. Integration of Knowledge and Understanding of History		1

The Middle School Humanities test is designed to assess the candidate's knowledge of the subject matter required for the Massachusetts Middle School Humanities license. This subject matter knowledge is delineated in the Massachusetts Department of Education's *Regulations for Educator Licensure and Preparation Program Approval* (7/2001), 603 CMR 7.06, "Subject Matter Knowledge Requirements for Teachers."

The Middle School Humanities test assesses the candidate's proficiency and depth of understanding of the subject at the level required for a baccalaureate major, according to Massachusetts standards. Candidates are typically nearing completion of or have completed their undergraduate work when they take the test.

The multiple-choice items on the test cover the subareas as indicated in the chart above. The open-response items may relate to topics covered in any of the subareas and will typically require breadth of understanding of the middle school humanities field and the ability to relate concepts from different aspects of the field. Responses to the open-response items are expected to be appropriate and accurate in the application of subject knowledge, to provide high-quality and relevant supporting evidence, and to demonstrate a soundness of argument and understanding of the middle school humanities field.

***Test Objectives:***  
***Middle School Humanities (50)***

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**Massachusetts Tests for Educator Licensure (MTEL™)**

**FIELD 50: MIDDLE SCHOOL HUMANITIES  
 TEST OBJECTIVES**

<b>Subarea</b>	<b>Multiple-Choice</b>	<b>Range of Objectives</b>	<b>Approximate Test Weighting</b>
I.	Literature and Language	01–03	25%
II.	Reading, Rhetoric, and Composition	04–06	15%
III.	History	07–12	25%
IV.	Geography, Government, and Economics	13–15	<u>15%</u>
			<b>80%</b>
	<b>Open-Response</b>		
V.	Integration of Knowledge and Understanding of English	16	<b>10%</b>
VI.	Integration of Knowledge and Understanding of History	17	<b>10%</b>

**SUBAREAS:**

LITERATURE AND LANGUAGE  
READING, RHETORIC, AND COMPOSITION  
HISTORY  
GEOGRAPHY, GOVERNMENT, AND ECONOMICS  
INTEGRATION OF KNOWLEDGE AND UNDERSTANDING OF ENGLISH  
INTEGRATION OF KNOWLEDGE AND UNDERSTANDING OF HISTORY

**LITERATURE AND LANGUAGE [25%]**

**0001 Understand the characteristics and elements of various genres and types of literature, including literature for children and young adults.**

For example: characteristics of major literary genres (e.g., fiction, nonfiction, poetry, drama); elements of fiction (e.g., plot, character, setting, theme, point of view); genres of fiction (e.g., novels, short stories); types of fiction (e.g., folk legend, fantasy, mystery, realistic novel) and their characteristics; genres of nonfiction (e.g., biography, autobiography, letters, essays, reports) and their characteristic elements and structures; genres of drama (e.g., serious and tragic drama, comic drama, melodrama, farce) and their characteristic elements and structures; genres of poetry (e.g., lyric, concrete, dramatic, narrative, epic) and their characteristic elements and structures; types of patterned lyric poetry (e.g., sonnet, ballad, haiku); characteristics of literature for children and young adults; and literary devices (e.g., figurative language, imagery, irony, symbolism, ambiguity, rhythm, rhyme, sensory detail) and ways in which they contribute to meaning and style.

**0002 Understand American literature and language from the precolonial period to the present.**

For example: myths and legends of indigenous peoples of North America; characteristics of major movements (e.g., Romantic, Harlem Renaissance, Modern), periods (e.g., colonial, Civil War, contemporary), and various ethnic literary traditions (e.g., African American) in American literature; significant genres and themes; changes in literary forms and styles; major American authors and representative works and the significance of these works in the development of American literature from the colonial period to the present; and how the structure and use of American English have changed.

**0003 Understand world literature from ancient times to the present, including British literature and language.**

For example: characteristics and significance of world mythology, folk literature, and traditional narratives; major literary forms, works, and movements in British and other world literature; significant genres and themes in world literature (e.g., archetypal themes in ancient texts such as the Old Testament); major authors and representative works and their significance in the development of British and other world literature; and the evolution of English language structure and use.

**READING, RHETORIC, AND COMPOSITION [15%]**

**0004 Understand research-based theories of the reading process and effective methods of reading instruction and assessment.**

For example: structural features of language (e.g., phonological, morphological, syntactic, semantic); research-based theories relating to the reading process; vocabulary skills and strategies; a reader's literal, inferential, and evaluative comprehension of literary and expository texts; a reader's use of metacognitive techniques to monitor reading comprehension; a reader's application of comprehension strategies before, during, and after reading; research-based instructional strategies to promote development of particular reading skills (e.g., word analysis, vocabulary, comprehension); principles for planning, managing, and differentiating reading instruction to support students' reading development; the adjustment of reading instruction based on ongoing assessment; and instructional technologies to promote students' reading development.

**0005 Understand principles of rhetoric and uses of language as they apply to various forms and purposes of oral and written communication.**

For example: general principles of classical rhetoric (e.g., Aristotle's arrangement of the parts of a speech); structural devices (e.g., repetition, parallelism, antithesis); application of modern rhetorical principles (e.g., unity, coherence, emphasis); strategies for writing or speaking effectively for a variety of audiences, purposes (e.g., to inform, to persuade, to entertain), and contexts (e.g., formal and informal situations); and use of appropriate arrangement and organization (e.g., logical ordering of ideas), style and tone (e.g., word choice, word order, cadence), and form of delivery.

**0006 Understand the composition process and the conventions of standard, written American English.**

For example: distinguishing features of various forms of writing (e.g., reflective essay, editorial, summary/abstract, argument, creative writing); processes for generating and developing written texts (e.g., prewriting, drafting, editing); techniques for gathering, analyzing, and evaluating information; effective sentence, paragraph, and essay development (e.g., development of thesis statement, transitional devices, overall coherence); techniques for improving text organization; selection of appropriate details to support an argument or opinion; use of appropriate rhetorical, logical, and stylistic criteria for assessing written work; revising written texts to improve clarity and economy of expression; accurate use and effective application of written language conventions (e.g., sentence construction, spelling, grammar, punctuation); and techniques for editing written texts to achieve conformity with conventions of standard American English usage (e.g., maintaining parallel form, eliminating misplaced modifiers).

**HISTORY [25%]**

**0007 Understand the characteristics of early human societies and major ancient and classical civilizations from prehistory to A.D. 500.**

For example: human origins and prehistory; political, economic, religious, and cultural characteristics of the early civilizations of Egypt, the Middle East, India, and China; fundamental ideas and beliefs of Hinduism, Buddhism, and Confucianism; origins, central teachings, and legacies of Judaism; institutions, culture, and legacies of Greek civilization (e.g., literature, philosophy, arts, science, principles of Athenian democracy); Alexander the Great and the spread of Greek culture; institutions, culture, and legacies of the Roman Republic and Empire (e.g., republican government; Roman law, architecture, and engineering); origins, central teachings, and spread of Christianity; the decline and fall of the Roman Empire; the rise and achievements of Byzantine civilization; and the relationship of Greek and Roman political concepts to modern government.

**0008 Understand major political, economic, social, and cultural developments that shaped the course of world history during the growth of agricultural and commercial civilizations from 500 to 1500.**

For example: emergence, central teachings, and expansion of Islam; characteristics of the trans-African slave trade to the Middle East; characteristics, components, central figures, and events of early European civilization (e.g., early medieval church, Charlemagne, Norman Conquest); European feudalism and manorialism; European government, society, and culture in the High Middle Ages (e.g., Magna Carta, church-state rivalries, Gothic art, scholasticism); origins, course, and consequences of the Crusades; rise of the Ottoman Empire; decline of Muslim rule in the Iberian Peninsula; political, economic, and cultural developments in the major civilizations of Asia (e.g., India, China, Japan), Africa (e.g., Ghana, Mali, Songhai, city-states of East Africa), and the Americas (e.g., Maya, Aztec, Inca); and interactions among European, Islamic, and Asian societies (e.g., the Silk Road).

**0009 Understand major political, economic, social, and cultural developments that shaped the course of world history from 1500 to the present.**

For example: the European Renaissance and Reformation; causes and consequences of European expansion and exploration; characteristics of the transatlantic slave trade; the rise and decline of the Ottoman Empire; absolute monarchies and constitutional governments in Europe; the scientific revolution and the Enlightenment; origins, stages, and consequences of the American and French Revolutions (e.g., Latin American wars for independence); causes and consequences of the agricultural and industrial revolutions; European nationalism and the new imperialism; causes, course, and consequences of World War I; the Russian Revolution; the Great Depression and the rise of fascism; origins, events, and results of World War II (e.g., decolonization and national independence movements, the Chinese Revolution, the expansion of communism, the Cold War); characteristics of contemporary Islamic societies; the collapse of the Soviet Union; globalization; and the emergence of world terrorism.

**0010 Understand the causes and course of European exploration and settlement of North America; the development of colonial societies; and major political, economic, social, cultural, and diplomatic developments in U.S. society through the War of 1812.**

For example: political, economic, and cultural features of Native American societies; political, religious, and economic motives of European explorers and colonizers; coexistence and conflict between Europeans and Native Americans; early settlements in North America; early Massachusetts settlement (e.g., Puritanism, town meeting, schooling); importation of Africans and the emergence of slavery; labor and family life across classes, races, and regions of colonial America; major causes, events, and turning points of the American Revolution; debates over the Articles of Confederation and the Constitution; politics and government in the new nation (e.g., notable figures, the emergence of political parties, evolution of the Supreme Court); and expansion and conflict in the early Republic (e.g., Louisiana Purchase, War of 1812).

**0011 Understand major political, economic, social, cultural, and diplomatic developments in U.S. society from 1815 through the Civil War and Reconstruction.**

For example: Jacksonian democracy and the rise of popular politics; social and political change in antebellum America (e.g., educational reform, abolitionism, woman suffrage movement); developments in transportation and industry (e.g., canal building, key inventions, the Lowell mills); differences between the northern and southern economic systems (e.g., capital, industry, agriculture, land, labor, trade); Irish immigration and nativist hostility; key events and issues related to westward migration (e.g., Indian removal, the Mexican War, concept of Manifest Destiny); slave life and resistance in the American South; issues and events leading to the secession crisis (e.g., Missouri Compromise, Dred Scott decision, John Brown's raid on Harpers Ferry); significant leaders, turning points, and consequences of the Civil War, North and South; achievements and failures of Reconstruction; and the Compromise of 1877.

**0012 Understand major political, economic, social, cultural, and diplomatic developments in U.S. society from 1877 to the present.**

For example: causes and consequences of industrial expansion (e.g., scientific and technological developments, the new immigration, urbanization); Populism and Progressivism; emergence of the United States as a world power (e.g., Spanish-American War, U.S. participation in World War I); major cultural, social, and economic developments of the 1920s (e.g., Harlem Renaissance, mass consumerism, race conflict and nativism); causes of the Great Depression; Franklin D. Roosevelt and the New Deal; key events and consequences of U.S. participation in World War II (e.g., the U.S. victory at Midway, D-Day, effects of World War II on U.S. society, wartime diplomacy, the Bretton Woods Conference, the Marshall Plan); the Cold War at home and abroad (e.g., the doctrine of containment, Korea, McCarthyism, Vietnam); the revival of political liberalism; the civil rights and women's movements; Ronald Reagan and the growth of conservatism; and the changing face of America (e.g., rise in immigration from Asia and Latin America, new provisions for domestic security).

**GEOGRAPHY, GOVERNMENT, AND ECONOMICS [15%]**

**0013 Understand major physical and political features of the world and the effects of geographic factors on the development of human societies.**

For example: shape, location, and relationships among major land masses and bodies of water; major political units and divisions; application of basic geographic terms and concepts (e.g., region, location, plateau); characteristics and uses of basic geographic sources (e.g., almanacs, atlases); the use of maps to obtain data for solving locational problems and to answer questions, infer relationships, and analyze spatial change; and the influence of geographic factors on patterns of human settlement, major historical events, and patterns of economic activity.

**0014 Understand the characteristics of American government and the structure and operation of the U.S. political system.**

For example: central concepts and purposes of the Declaration of Independence and the U.S. Constitution (e.g., representative government, separation of powers, individual freedom, popular sovereignty); other key documents of U.S. government (e.g., Mayflower Compact, Bill of Rights, *The Federalist* papers); structure and functions of government at the local, state, and national levels (e.g., checks and balances; judicial review; federalism; the lawmaking process; relationships between federal, state, and local governments); elements and operation of the U.S. electoral system; role of political parties and interest groups; ways citizens participate in and influence the political process; and the rights and responsibilities of U.S. citizenship.

**0015 Understand fundamental economic concepts, the characteristics of major economic systems, and the organization and operation of the U.S. economic system.**

For example: basic economic concepts (e.g., scarcity, choice, production, distribution, supply and demand, free trade); types of economic systems (e.g., market, command); historical development of the U.S. economy (e.g., stages of economic change in New England, effects of technological innovations on the U.S. economy); fundamental principles and characteristics of the U.S. economic system (e.g., competition, entrepreneurship, free enterprise); components of the U.S. economy (e.g., consumers, households, business, labor, financial institutions); the role of government in the U.S. economy (e.g., regulatory activities, fiscal and monetary policy); and factors influencing the activities of American producers and consumers in international markets (e.g., exchange rates, trade pacts, tariff barriers).

**INTEGRATION OF KNOWLEDGE AND UNDERSTANDING OF ENGLISH [10%]**

*In addition to answering multiple-choice items, candidates will prepare written responses to questions addressing content from the preceding English objectives (1–6), which are summarized in the objective and descriptive statement below.*

**0016 Prepare an organized, developed analysis on a topic related to literature, language, reading, rhetoric, and/or composition.**

For example: significant genres and types of literature; writers, works, and movements in the development of American, British, and other world literature; rhetorical principles and devices; the writing process; and reading theory and instructional practice.

**INTEGRATION OF KNOWLEDGE AND UNDERSTANDING OF HISTORY [10%]**

*In addition to answering multiple-choice items, candidates will prepare written responses to questions addressing content from the preceding History objectives (7–15), which are summarized in the objective and descriptive statement below.*

**0017 Prepare an organized, developed analysis on a topic related to history, geography, government, and/or economics.**

For example: the influence of ancient Greek and Roman societies on the development of Western civilization; the emergence, expansion, and evolution of Islam; the causes and consequences of the Age of Exploration; the formation of American democracy; and the economic and social consequences of industrial expansion in the United States.

***Sample Test Items:***  
***Middle School Humanities (50)***

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1. The poetic form known as the ballad may best be described as a:
  - A. dramatic narrative poem that consists of simple stanzas with a refrain that is repeated throughout the poem.
  - B. celebratory song of praise expressing spiritual feelings, usually addressed to a divine being or beings.
  - C. long lyric poem written in an elevated style with a serious tone and having a complex stanzaic structure.
  - D. formal and sustained lyrical expression of grief over the death of a particular person, emphasizing mutability and loss.
  
2. Which of the following events most directly influenced the shift from Romanticism to Realism in U.S. literature?
  - A. the outbreak of the American Revolution
  - B. the disputes between the United States and other governments over westward expansion
  - C. the Civil War and the rapidly growing industrialization of the Northern states
  - D. the economic depression between World Wars I and II
  
3. Which of the following reading strategies would best help middle school readers self-monitor comprehension of an informational text?
  - A. reading the entire text slowly, then quickly rereading the introduction and conclusion
  - B. converting each header in the text to a question, then reading to answer the questions
  - C. making a detailed outline of the text after reading, then discussing the outline
  - D. reading aloud the introductory section of the text, then silently reading the remainder of the text

**Read the passage below, which contains one or more errors in standard, written American English; then answer the two questions that follow.**

<sup>1</sup>The daughter of Chinese immigrant parents, Maxine Hong Kingston grew up in Stockton, California. <sup>2</sup>Although she could not speak English before starting school, Kingston learned quickly; later winning a scholarship to the University of California in Berkeley. <sup>3</sup>In 1967, she and her husband departed the mainland for a seventeen-year stay in Hawaii. <sup>4</sup>It was during this period that she wrote two of her best-known novels: *The Woman Warrior* (1976) and *China Men* (1980).

<sup>5</sup>\_\_\_\_\_ . <sup>6</sup>Memory, she explained to one interviewer, helps a writer capture an eternal essence. <sup>7</sup>Once she has captured that essence, Kingston struggles to put it into a written form that will be accessible to readers. <sup>8</sup>In the process, she uses her imagination to approach and develop the characters in her work. <sup>9</sup>Indeed, as these characters are generally ancestors whom she has never met, it is imperative that she be able to deal with them imaginatively.

4. Which of the following sentences, if added as Sentence 5, would best fit the writer's ordering of ideas in the second paragraph?
- A. Childhood experiences made a lasting impression on Kingston.
  - B. Kingston has an excellent memory.
  - C. Memory and imagination are two key elements in Kingston's work.
  - D. Kingston spends a great deal of time thinking about the past.
5. Which revision is needed to correct an error in punctuation?
- A. Sentence 2: Change the semicolon after "quickly" to a comma.
  - B. Sentence 4: Change the colon after "novels" to a semicolon.
  - C. Sentence 6: Eliminate the comma after "interviewer."
  - D. Sentence 7: Eliminate the comma after "essence."

6. Which of the following features of Hinduism has had the greatest influence on the development of Indian society?
- A. its fundamentally hierarchical character
  - B. the stress on *ahimsa*, or "noninjury" to living things
  - C. its polytheistic pantheon of gods and goddesses
  - D. the belief in a ceaseless round of birth, death, and rebirth
7. Which of the following was the main reason why European explorers of the fifteenth and sixteenth centuries wanted to find a new route to Asia?
- A. to break the Russian monopoly of trade between Europe and Asia
  - B. to acquire raw materials used in the production of manufactured goods
  - C. to obtain access to Asian spices, silks, and other luxury goods
  - D. to develop markets for the sale of surplus agricultural products

8. Which of the following best describes a major cause of the tensions that resulted in armed conflicts between Native Americans and English settlers during the seventeenth century?
- A. Native American opposition to the creation of Christian towns of "praying Indians"
  - B. English encroachment on Native American lands
  - C. English efforts to prevent an alliance between Native Americans and French colonists
  - D. Native American resistance to English participation in the fur trade
9. The women who established and led reform movements against poverty, alcoholism, prostitution, and slavery during the 1830s and 1840s were most influenced by:
- A. the political ideology of the American Revolution.
  - B. the evangelical revivalism of the Second Great Awakening.
  - C. the individualism of Jacksonian Democracy.
  - D. the communitarian ethic of American utopian philosophers.

10. **Read the excerpt below from the Mayflower Compact; then answer the question that follows.**

We whose names are underwritten, . . . do . . . solemnly and mutually in the presence of God, and one of another, covenant and combine ourselves together into a civil body politic; . . . and by virtue hereof, to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions, and offices from time to time, as shall be thought most meet and convenient for the general good of the colony unto which we promise all due submission and obedience. . . .

The excerpt above best illustrates the Pilgrims' attachment to which of the principles that would later form the basis of the U.S. Constitution?

- A. limited government
- B. rule of law
- C. separation of powers
- D. judicial review

11. **Read the excerpt below from *The Adventures of Tom Sawyer* (1876), a novel by Mark Twain; then complete the exercise that follows.**

*In the excerpt shown below, Tom, the novel's young protagonist, is lovesick. His guardian, Aunt Polly, assumes he is physically ill and sets out to cure him.*

He no longer took an interest in war, nor even in piracy. The charm of life was gone; there was nothing but dreariness left. He put his hoop away, and his bat; there was no joy in them any more. His aunt was concerned. She began to try all manner of remedies on him. She was one of those people who are infatuated with patent medicines and all newfangled methods of producing health or mending it. She was a constant experimenter in these things. When something fresh in this line came out she was in a fever, right away, to try it, not on herself, for she was never ailing, but on anybody else that came handy. She was a subscriber for all the "health" periodicals, and the solemn ignorance they were inflated with was breath to her nostrils. . . . She was as simple-hearted and honest as the day was long, and so she was an easy victim. She gathered together her quack periodicals and her quick medicines, and thus armed with death, went about on her pale horse, metaphorically speaking, with "hell following after." But she never suspected that she was not an angel of healing in disguise, to the suffering neighbors. . . .

Tom had become indifferent to persecution by this time. This phase filled the old lady's heart with consternation. This indifference must be broken up at any cost. Now she heard of Pain Killer for the first time. She ordered a lot at once. She tasted it and was filled with gratitude. It was simply fire in a liquid form. She dropped the water treatment and everything else and pinned her faith to Pain Killer. She gave Tom a teaspoonful and watched with the deepest anxiety for the result. Her troubles were instantly at rest, her soul at peace again; for the "indifference" was broken up. The boy could not have shown a wilder, heartier interest if she had built a fire under him.

Tom felt that it was time to wake up; this sort of life might be romantic enough, in his blighted condition, but it was getting to have too little sentiment and too much distracting variety about it. So he thought over various plans for relief and finally hit upon that of professing to be fond of Pain Killer. He asked for it so often that he became a nuisance, and his aunt ended by telling him to help himself and quit bothering her.

Using your knowledge of literature, write a response in which you:

- identify and discuss one significant theme suggested by the excerpt; and
- explain how the author's use of comic irony helps convey this theme.

Be sure to cite specific evidence from the excerpt in your response.

12. **Read the information below; then complete the exercise that follows.**

Two of the most important political revolutions of the modern era—the American Revolution of 1776 and the French Revolution of 1789—not only had profound effects on the lives of people within those countries but also had consequences that extended well beyond the time and place in which they occurred.

Using your knowledge of world history, write a response in which you:

- describe common features of the American and French revolutions; and
- analyze ways in which the two revolutions differed.

## ***Answer Key and Sample Responses: Middle School Humanities (50)***

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<b>Question Number</b>	<b>Correct Response</b>	<b>Test Objective</b>
1.	<b>A</b>	Understand the characteristics and elements of various genres and types of literature, including literature for children and young adults.
2.	<b>C</b>	Understand American literature and language from the precolonial period to the present.
3.	<b>B</b>	Understand research-based theories of the reading process and effective methods of reading instruction and assessment.
4.	<b>C</b>	Understand principles of rhetoric and uses of language as they apply to various forms and purposes of oral and written communication.
5.	<b>A</b>	Understand the composition process and the conventions of standard, written American English.
6.	<b>A</b>	Understand the characteristics of early human societies and major ancient and classical civilizations from prehistory to A.D. 500.
7.	<b>C</b>	Understand major political, economic, social, and cultural developments that shaped the course of world history from 1500 to the present.
8.	<b>B</b>	Understand the causes and course of European exploration and settlement of North America; the development of colonial societies; and major political, economic, social, cultural, and diplomatic developments in U.S. society through the War of 1812.
9.	<b>B</b>	Understand major political, economic, social, cultural, and diplomatic developments in U.S. society from 1815 through the Civil War and Reconstruction.
10.	<b>B</b>	Understand the characteristics of American government and the structure and operation of the U.S. political system.

### **Acknowledgments**

#### **Question Number**

10. Mayflower Compact. (1620). (Spelling modernized). As appears in Todd, L. P., & Curti, M. (1977). *Rise of the American Nation: The Beginnings to 1865*. (Vol. 1, Heritage Ed.) New York: Harcourt Brace Jovanovich. p. 27.
11. Twain, M. *The Adventures of Tom Sawyer*. As appears in Elizabeth C. O'Daly and Egbert W. Nieman (eds.), (1973) *Adventures for Readers, Book One* (pp. 205–206). New York: Harcourt Brace Jovanovich, Inc.

11. Sample Response

The sample response below reflects a strong knowledge and understanding of the subject matter.

The main theme of this passage from Mark Twain's *The Adventures of Tom Sawyer* is that people often put misplaced faith in simple solutions as manifested in Aunt Polly's gullibility. She is full of enthusiasm for "patent medicines and all newfangled methods of producing health or mending it," even though these are just quack remedies. She subscribes to magazines about them and buys everything she sees advertised. Then she goes around trying to treat all her neighbors' ailments, with her "quack periodicals and her quick medicines." But the neighbors don't appreciate this, and she has no idea.

She thinks Tom Sawyer is sick, but really he is lovesick. She gives him Pain Killer to try to cure him. But Tom is a step ahead of her. He pretends to like the medicine and asks for it so often that "he became a nuisance," and his aunt ends up telling him to leave her alone and just help himself. This is the irony, that by pretending to like the medicine he gets out of being pestered by her. It is also ironic that the medicine is probably alcohol, and again, she has no idea. No wonder he likes it so much.

12. Sample Response

The sample response below reflects a strong knowledge and understanding of the subject matter.

The American revolution was led by individuals who were looking for political and economic justice within a system they basically accepted. They felt their rights were being abused by the English government, and they did not want to pay the new taxes proposed by the English without having political representation in Parliament.

When the American colonists' demands were ignored, they decided to break from England. The war that resulted had several important features. First, casualties were largely suffered by soldiers. While some Loyalists were persecuted and many lost property, there was no reign of terror in the British colonies. Second, the Americans received the assistance of French soldiers and sailors who helped the American revolutionaries defeat the British.

The revolution in France was different. First of all, it was rooted in anger at old feudal rules and obligations and in the economic hardship felt to one degree or another by most people in French society. The French Revolution was also more ideological and more radical -- ultimately involving executions of people identified as enemies of the Revolution. A third difference was that the revolution in France was carried out by the French themselves without outside support. Finally, the French also had to deal with enormous opposition and ended up fighting neighboring countries to protect their revolutionary ideas.

Although some of the ideas that guided the Americans could be found in the words of the French leaders ("liberty, equality, fraternity"), the origins of the two revolutions were not the same and the results were quite different. After the defeat of the British, the American colonists created a representative democracy. The French ended up with a dictatorship followed by the restoration of the monarchy.