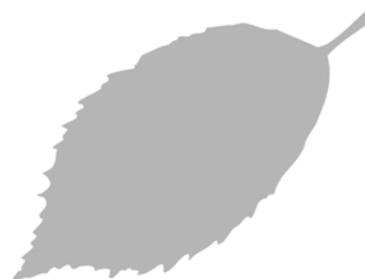


**Massachusetts  
Tests for Educator Licensure® (MTEL®)**



**History (06)**

**PRACTICE TEST**



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## INTRODUCTION

This document is a printable version of the Massachusetts Tests for Educator Licensure® (MTEL®) History (06) Online Practice Test. This practice test is a sample test consisting of 100 multiple-choice questions and 2 open-response item assignments.

To assist you in recording and evaluating your responses on the practice test, a Multiple-Choice Answer Sheet, an Answer Key Worksheet, and an Evaluation Chart by test objective are included for the multiple-choice questions. A blank Response Sheet, Evaluation Information, and Sample Responses and Analyses, as well as a Scoring Rubric, are included for the open-response items. Lastly, there is a Practice Test Score Calculation worksheet.

## PURPOSE OF THE PRACTICE TEST

The practice test is designed to provide an additional resource to help you effectively prepare for the MTEL History (06) test. The primary purpose of the practice test is to help you become familiar with the structure and content of the test. It is also intended to help you identify areas in which to focus your studies. Education faculty and administrators of teacher preparation programs may also find this practice test useful as they help students prepare for the official test.

## TAKING THE PRACTICE TEST

In order to maximize the benefits of the practice test, it is recommended that you take this test under conditions similar to the conditions under which the official MTEL tests are administered. Try to take the practice test in a quiet atmosphere with few interruptions and limit yourself to the four-hour time period allotted for the official test administration. You will find your results to be more useful if you refer to the answer key only after you have completed the practice test.

## INCORPORATING THE PRACTICE TEST IN YOUR STUDY PLAN

Although the primary means of preparing for the MTEL is your college education, adequate preparation prior to taking or retaking the MTEL test is strongly recommended. How much preparation and study you need depends on how comfortable and knowledgeable you are with the content of the test.

The first step in preparing to take the MTEL is to identify what information the test will address by reviewing the objectives for your field. A complete, up-to-date list of the Test Objectives is included in the Test Information Booklet for each test field. The test objectives are the core of the testing program and a helpful study tool. Before taking or retaking the official test, focus your study time on those objectives for which you wish to strengthen your knowledge.

This practice test may be used as one indicator of potential strengths and weaknesses in your knowledge of the content on the official test. However, because of potential differences in format and difficulty between the practice test and an official MTEL History (06) test, it is not possible to predict precisely how you might score on an official MTEL History (06) test. Keep in mind that the subareas for which the test weighting is greatest will receive emphasis on this test. Refer to the Test Information Booklet for additional information about how to prepare for the test.

**HISTORY  
PRACTICE TEST**

## GENERAL TEST DIRECTIONS

This practice test consists of two sections: (1) a multiple-choice question section and (2) an open-response item assignment section. Each multiple-choice question on the practice test has four answer choices. Read each question carefully and choose the ONE best answer. Record each answer on the answer sheet provided.

- Sample Question:
1. What is the capital of Massachusetts?
    - A. Worcester
    - B. New Bedford
    - C. Boston
    - D. Springfield

The correct answer to this question is C. You would indicate that on the answer sheet.

The open-response section of this practice test requires written responses. Directions for the open-response item assignments appear immediately before those assignments.

You may work on the multiple-choice questions and open-response item assignments in any order that you choose. You may wish to monitor how long it takes you to complete the practice test. When taking the actual MTEL History (06) test, you will have one four-hour test session in which to complete the test.

**MULTIPLE-CHOICE ANSWER SHEET**

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## MULTIPLE-CHOICE QUESTIONS

1. Prior to European settlement, indigenous peoples of the Eastern Woodlands region were more likely than indigenous peoples of the Pacific Coast to:
  - A. live in multistoried residential structures.
  - B. practice a wide variety of crafts.
  - C. live in culturally diverse communities.
  - D. practice slash-and-burn agriculture.
  
2. A major difference between eighteenth-century New England and the middle colonies was that the middle colonies:
  - A. permitted greater popular participation in government.
  - B. had closer commercial ties to Great Britain.
  - C. were less reliant on the labor of indentured servants.
  - D. had a more ethnically diverse population of European settlers.
  
3. Economic relations between Great Britain and its North American colonies were based on mercantilist principles that emphasized:
  - A. the development of diversified economies in the colonies.
  - B. colonial production of raw materials needed in Great Britain.
  - C. the expansion of colonial trade with the colonies of other nations.
  - D. colonial production of manufactured goods popular in Great Britain.

4. Which line on the table below accurately describes the two North American British colonies that experienced the least religious diversity and the most religious diversity among colonists in the period before 1750?

Line	Least Diverse	Most Diverse
1	Connecticut	Rhode Island
2	Maryland	Virginia
3	New York	Massachusetts
4	Pennsylvania	Georgia

- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4
5. During the seventeenth and eighteenth centuries, which of the following was the most common metaphor for civil order in Great Britain's North American colonies?
- A. the efficiently run government bureaucracy
- B. the well-governed family
- C. the deferential religious congregation
- D. the disciplined military unit

6. Which of the following developments best illustrates the growing divergence between Great Britain and its North American colonies during the eighteenth century?
- A. the expansion of religious tolerance in the colonies
  - B. the growing population and wealth of colonial urban centers
  - C. the expansion of slavery in the colonies
  - D. the growing political power of colonial assemblies
7. The Boston Tea Party most influenced the coming of the American Revolution by:
- A. focusing colonial attention on British trade policies.
  - B. compelling Great Britain to station troops in North America.
  - C. ending colonial allegiance to the British Crown.
  - D. prompting Great Britain to pass the Intolerable Acts.
8. Which of the following military engagements best illustrates the importance of the French alliance to patriot success in the American Revolution?
- A. the American victories at the battles of Trenton and Princeton
  - B. the capture of the British man-of-war *Serapis* by John Paul Jones
  - C. the defeat of British forces at the Battle of King's Mountain
  - D. the surrender of Cornwallis's army at the siege of Yorktown
9. Which of the following provisions of the U.S. Constitution was most responsible for making the new form of government acceptable to smaller states?
- A. "The citizens of each state shall be entitled to all privileges and immunities of citizens in the several states."
  - B. "The times, places, and manner of holding elections for Senators and Representatives shall be prescribed in each state by the legislature thereof."
  - C. "The Senate of the United States shall be composed of two Senators from each state, chosen by the legislature thereof, for six years."
  - D. "The United States shall guarantee to every state in the Union a republican form of government, and shall protect each of them against invasion."

10. **Read the excerpt below from the U.S. Supreme Court decision in *McCulloch v. Maryland* (1819); then answer the question that follows.**

The Court has bestowed on this subject its most deliberate consideration. The result is a conviction that the States have no power, by taxation or otherwise, to retard, impede, burden, or in any manner control, the operations of the constitutional laws enacted by Congress to carry into execution the powers vested in the general government.

The excerpt above best illustrates how the Supreme Court under John Marshall sought to:

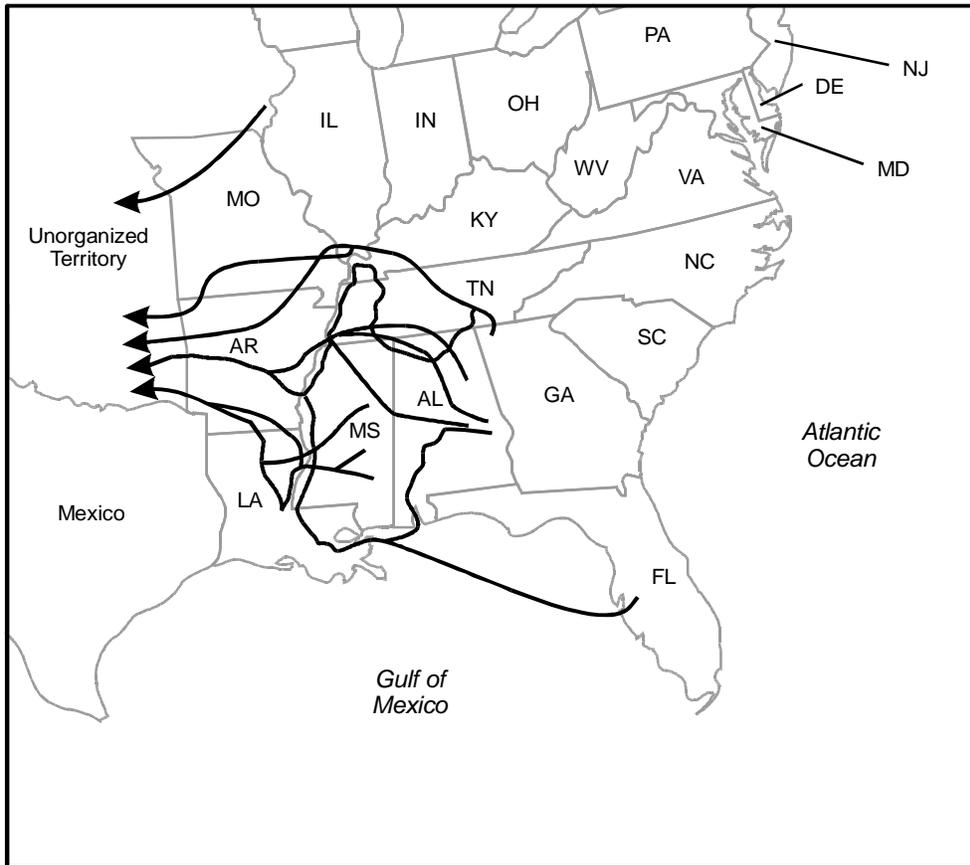
- A. establish the principle of federal supremacy.
- B. strengthen the principle of separation of powers.
- C. limit the scope of the principle of popular sovereignty.
- D. uphold the principle of limited government.

11. The Democratic-Republican followers of Thomas Jefferson were more likely than the Federalist followers of Alexander Hamilton to support initiatives designed to:

- A. improve diplomatic relations with Great Britain.
- B. strengthen the authority of state and federal courts.
- C. protect the rights of indigenous peoples.
- D. limit the powers of the federal government.

12. Which of the following developments most influenced the extension of voting rights among adult white males during the first three decades of the nineteenth century?
- A. the formation of unions among skilled workers
  - B. the creation of public school systems
  - C. the westward movement of population and settlement
  - D. the rise of the factory system
13. Which of the following statements best describes the activities of a major U.S. reformer of the first half of the nineteenth century?
- A. Charles G. Finney spearheaded a communitarian movement that sought to create a model egalitarian society.
  - B. Elizabeth Cady Stanton helped organize the Seneca Falls Convention as part of an effort to expand the political rights of women.
  - C. Robert Owen established a prison reform movement that sought to rehabilitate criminals.
  - D. Angelina Grimké formed the American Society for the Promotion of Temperance as part of an effort to limit the consumption of alcohol.

14. Use the map below to answer the question that follows.



The arrows on the map above best illustrate which of the following developments in the United States during the 1830s?

- A. the spread of the plantation system
- B. the removal of Native Americans from traditional homelands
- C. the expansion of western settlement
- D. the establishment of railroad and shipping routes

15. Which of the following statements best describes a major difference between Northern and Southern economic systems of the antebellum period?

- A. The Northern economic system was more dependent on foreign markets for the sale of goods.
- B. The transportation infrastructure grew more rapidly during this period in the South.
- C. Mechanization had a greater influence on economic growth and social relations in the North.
- D. Immigrant labor played a more prominent role in the Southern economic system.

16. Which of the following statements best explains why Nat Turner's 1831 slave revolt increased Southern solidarity in defense of slavery?

- A. Many Southerners believed the revolt reflected inadequate control over slaves.
- B. The revolt coincided with increased intersectional tensions over the spread of slavery in the West.
- C. Many Southerners linked the revolt to the rise of abolitionism in the North.
- D. The revolt occurred during a period of growing prices for goods produced by enslaved labor.

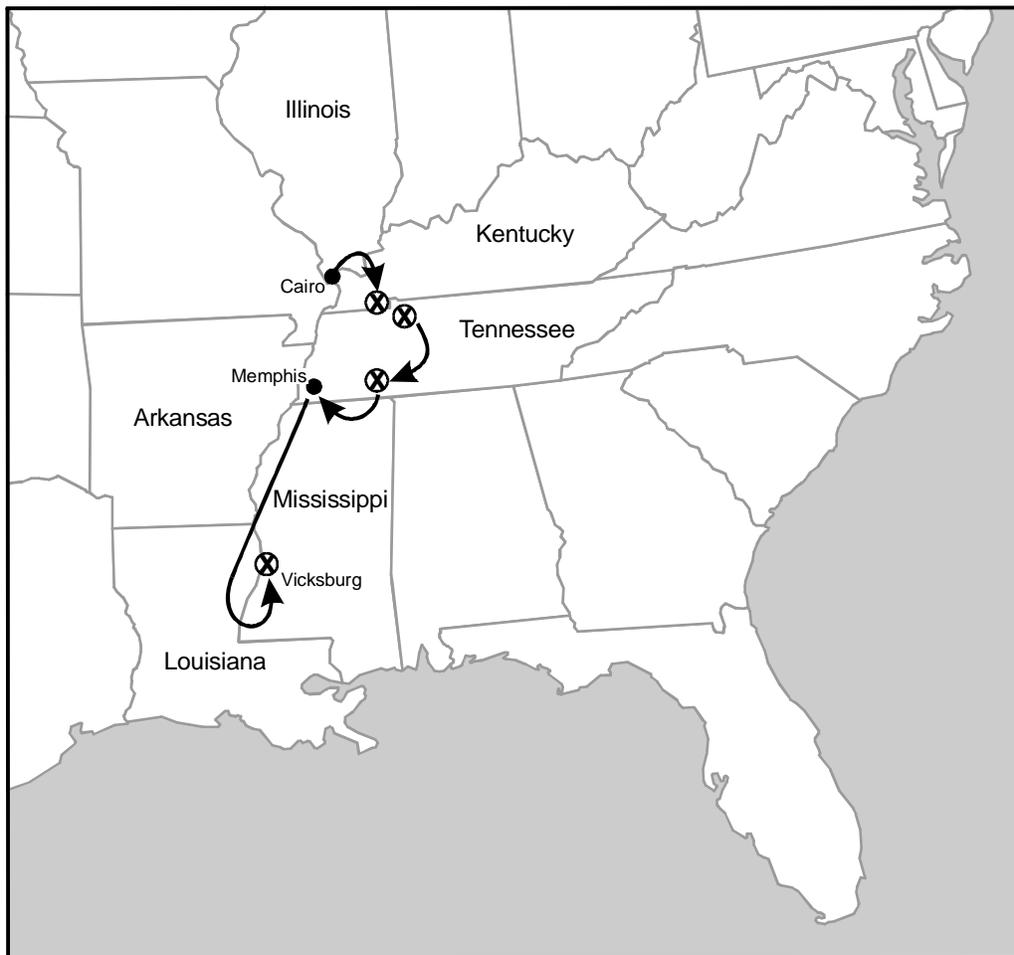
17. **Read the excerpt below from the U.S. Supreme Court decision in *Dred Scott v. Sandford* (1857); then answer the question that follows.**

The right of property in a slave is distinctly and expressly affirmed in the Constitution. . . . And no word can be found in the Constitution which gives Congress a greater power over slave property, or which entitles property of that kind to less protection than property of any other description.

The principle stated in the excerpt above most influenced sectional differences concerning which of the following issues?

- A. the Southern effort to reopen the international slave trade
- B. the right of slave owners to bring slaves into free states and territories
- C. the effect of the internal slave trade on slave family life
- D. the legality of boycotts on goods produced by slave labor

18. Use the map below to answer the question that follows.



Key	
	Route of march
	Major engagements

The arrows on the map above trace the progress of a major Civil War campaign of which of the following Union generals?

- A. Philip H. Sheridan
- B. George B. McClellan
- C. George G. Meade
- D. Ulysses S. Grant

19. Which of the following statements best describes a major consequence of the withdrawal of federal troops from the South in 1877?
- A. It enabled Southern landowners to restore the plantation system of the antebellum period.
  - B. It initiated a prolonged struggle for power between the Democratic and Republican parties across the South.
  - C. It undermined Northern-financed initiatives to restore the Southern economy.
  - D. It largely nullified efforts to enforce the civil and political rights of free blacks and emancipated slaves in the South.
20. The creation of formal science-based research laboratories by U.S. corporations most influenced which of the following industrial developments during the late nineteenth century?
- A. raw materials processing in the steel industry
  - B. product innovation in the electrical industry
  - C. assembly line production in the auto industry
  - D. route scheduling in the railroad industry
21. The main reason why U.S. business leaders of the late nineteenth century sought the horizontal combination of similar enterprises was to:
- A. establish control of the market for a specific product.
  - B. reduce raw material needs.
  - C. establish control of all steps in the production process.
  - D. reduce the need for tariffs.
22. In which of the following groups of cities did foreign immigration have the greatest affect on population growth during the late nineteenth century?
- A. Baltimore, Atlanta, and New Orleans
  - B. Boston, New York, and Chicago
  - C. Cincinnati, St. Louis, and Kansas City
  - D. Milwaukee, Minneapolis, and Denver

23. Which of the following aspects of U.S. society changed most as a consequence of large-scale immigration from eastern and southern Europe during the late nineteenth century?
- A. the religious composition of major urban centers
  - B. the work process in manufacturing industries
  - C. the diversity of crops grown in farm areas
  - D. the electoral base of the Republican Party
24. The introduction of electric streetcar systems most influenced which of the following features of U.S. urban development during the late nineteenth century?
- A. the establishment of residential suburbs on the outskirts of cities
  - B. the rise of cities that provided commercial services to surrounding rural areas
  - C. the establishment of tenement districts in inner-city areas
  - D. the rise of cities that specialized in a particular type of manufacturing activity

25. **Read the excerpts below from the 1892 resolutions of the People's Party; then answer the question that follows.**

1. *Resolved*, That we demand a free ballot and a fair count in all elections, and pledge ourselves to secure . . . the adoption by the States of the unperturbed Australian or secret ballot system.

7. *Resolved*, That we commend to favorable consideration of the people and the reform press the legislative system known as the initiative and referendum.

8. *Resolved*, That we favor a constitutional provision limiting the office of President and Vice-President to one term, and providing for the election of senators of the United States by a direct vote of the people.

The demands stated in the excerpts above best illustrate Populist determination to:

- A. create a political system based on the principle of popular sovereignty.
- B. limit federal interference in the economic and political affairs of the states.
- C. remove corrupt politicians from public office.
- D. establish an effective system of checks and balances in U.S. government.

26. The activities of women reformers most influenced which of the following developments during the Progressive Era?
- A. the regulation of major corporate enterprises
  - B. the reduction of corruption and inefficiency in state government
  - C. the expansion of the social welfare function of the state
  - D. the creation of programs to conserve the nation's natural resources
27. Which of the following was the main reason why the United States retained the Philippines after the Spanish-American War?
- A. Keeping the islands made the United States the leading Western power in East Asia.
  - B. The islands contained large reserves of valuable raw materials.
  - C. Keeping the islands furnished an opportunity to create a model democracy in East Asia.
  - D. The islands provided a natural way station to Chinese markets.
28. Which of the following excerpts from Woodrow Wilson's "Fourteen Points" addresses the main reason for the U.S. decision to intervene in World War I?
- A. "The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations consenting to the peace and associating themselves for its maintenance."
  - B. "Adequate guarantees given and taken that national armaments will be reduced to the lowest point consistent with domestic safety."
  - C. "Absolute freedom of navigation upon the seas, outside territorial waters, alike in peace and in war, except as the seas may be closed in whole or in part by international action for the enforcement of international covenants."
  - D. "Belgium, the whole world will agree, must be evacuated and restored, without any attempt to limit the sovereignty which she enjoys in common with all other free nations."

29. Which of the following statements best describes the effect of U.S. intervention on the outcome of World War I?
- A. Coming at a time when both sides were exhausted, the large infusion of U.S. troops and supplies tipped the balance in favor of the Allies.
  - B. The aggressiveness and courage of U.S. combat forces precipitated a collapse of German morale along the western front.
  - C. The outlook that U.S. generals brought to the conflict helped their Allied counterparts devise plans to break the deadlock on the western front.
  - D. A U.S. blockade that prevented German ships from leaving port was a major factor in Germany's decision to surrender.
30. Which of the following considerations most influenced President Harry Truman's decision to use the atomic bomb against Japan in World War II?
- A. the fate of U.S. and other Allied troops being held in Japanese prisoner-of-war camps
  - B. the belief that the Soviet Union would occupy Japan if the United States did not end the war soon
  - C. the fear of a Communist revolution in China if the war continued for another year
  - D. the large number of casualties expected in a U.S. invasion of the Japanese home islands
31. The tensions in U.S.-Soviet relations that resulted in the Cold War initially centered on differences concerning the:
- A. structure and powers of the United Nations.
  - B. demands of independence movements in Africa and East Asia.
  - C. postwar status of Eastern European nations.
  - D. organization and operation of the international economic system.

32. In which of the following ways did U.S. intervention in the Vietnam War *differ* most from the nation's involvement in the Korean War?
- A. The Vietnam War resulted in a major increase in U.S. defense spending.
  - B. The United States failed to achieve its main objective in the Vietnam War.
  - C. The Vietnam War placed much greater strains on U.S. relations with China.
  - D. The United States was more reliant on support from allies in the Vietnam War.
33. Which of the following best describes a major cause of the Great Depression in the United States?
- A. The high tax rates imposed on corporations discouraged investment in new enterprises.
  - B. Declining worker productivity forced many corporations to reduce the size of their labor force.
  - C. Rising commodity prices resulted in a major decrease in consumer purchasing power.
  - D. The failure of overextended commercial banks undermined faith in the entire banking system.

34. Which line on the table below best matches a major New Deal agency with the primary aim of that agency?

Line	Agency	Primary Aim
1	Works Progress Administration	to provide jobs for the unemployed
2	Agricultural Adjustment Administration	to increase farm productivity
3	Civilian Conservation Corps	to restore areas damaged by natural disasters
4	U.S. Securities and Exchange Commission	to regulate major credit institutions

- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4
35. Deindustrialization of the national economy beginning in the 1970s most directly influenced which of the following late twentieth-century developments in the United States?
- A. the increase in the national debt
- B. the growing dependence on foreign oil
- C. the decline of organized labor
- D. the rise of the conservative movement

36. Which of the following events of the civil rights movement of the 1950s and 1960s provided the impetus for widespread student participation in the movement?
- A. the Montgomery, Alabama, bus boycott from 1955 to 1956
  - B. the Little Rock, Arkansas, public school crisis in 1957
  - C. the Greensboro, North Carolina, lunch counter sit-ins in 1960
  - D. the march from Selma, Alabama, to the state capital in 1965
37. Which of the following best describes a lasting legacy of the presidential administration of John F. Kennedy?
- A. reducing inequities in income and wealth
  - B. encouraging U.S. citizens to volunteer in international service programs
  - C. focusing national attention on the threats to the environment posed by human activities
  - D. reestablishing a balance between state and federal power
38. Which of the following goals best describes a major aim of the economic policies of the Reagan administration?
- A. to enlarge the proportion of national income going to the middle class by reforming the tax code
  - B. to expand the employability of U.S. wage earners by establishing worker training programs in high-tech fields
  - C. to increase corporate profits by limiting competition from foreign producers
  - D. to remove restraints on the operation of business enterprises by curbing federal regulatory authority
39. As a result of the Neolithic agricultural revolution, human groups experienced:
- A. a decrease in the average size of family units.
  - B. an increase in geographic mobility.
  - C. a decrease in social hierarchies and social differentiation.
  - D. an increase in the exchange of goods and services.

40. Which of the following best describes the largest source of slaves in ancient Mediterranean societies?
- A. Merchants purchased children from poor families and sold them in regional slave markets.
  - B. Courts sentenced people convicted of serious crimes to extended periods of enslavement.
  - C. Soldiers and civilians captured during military conflicts were enslaved.
  - D. Abandoned children became the slaves of people who agreed to feed and clothe them.
41. Hinduism most influenced the development of early Indian society by:
- A. shaping perceptions of the physical environment.
  - B. providing religious sanction for social distinctions.
  - C. establishing guidelines for economic transactions.
  - D. furnishing an ethical code for the conduct of rulers.
42. Which of the following best describes a major role of the prophets in ancient Israel?
- A. to oversee the religious and spiritual education of the young
  - B. to enforce the decisions of Hebrew magistrates
  - C. to elucidate God's law and warn of the consequences of disobedience
  - D. to conduct religious rituals and ceremonies
43. Which of the following best describes one way in which ancient Rome added to the cultural legacy of ancient Greece?
- A. Roman philosophers addressed contemporary social questions.
  - B. Roman physicians adopted a scientific approach to the treatment of disease.
  - C. Roman historians began basing works on factual evidence.
  - D. Roman engineers developed more advanced techniques required to build massive structures.

44. Byzantine contributions to the development of neighboring civilizations can best be seen in the:
- A. language and religion of Russia.
  - B. legal and school systems of eastern Europe.
  - C. art and architecture of North Africa.
  - D. literature and poetry of the Middle East.
45. Which of the following goals best describes a major function of merchant and craft guilds in medieval Europe?
- A. to encourage the development of new enterprises through the investment of guild funds
  - B. to promote competition among members of the same guild
  - C. to establish a standard level of quality for goods produced and traded by guild members
  - D. to reduce the production costs for goods sold by guild businesses
46. Which of the following best describes a major source of conflict between the Catholic Church and secular governments during the High Middle Ages?
- A. the Church's sale of indulgences to the laity
  - B. the legal jurisdiction of manorial courts
  - C. the Church's crusades against Muslim control of the Holy Land
  - D. the appointment of bishops by officials of the state
47. Which of the following statements best describes a major characteristic of the Aztec Empire of the fifteenth century?
- A. Aztec social and economic ideology placed strong emphasis on individual competition.
  - B. Aztec leaders created a decentralized economy based on manufacturing and trade.
  - C. Aztec society was largely non-hierarchical with a small difference in status among major social groups.
  - D. Aztec rulers exercised absolute authority over government, the military, and religion.

48. Which of the following statements best characterizes the work of northern humanists of the Renaissance era such as Erasmus and Thomas More?
- A. They objected to all social and religious constraints on human behavior.
  - B. They insisted that the past provided no worthy models for the creation of the good society.
  - C. They believed human learning should be used to address social problems.
  - D. They subordinated moral concerns to the quest for material development.

49. **Read the excerpt below from the writings of a Reformation era theologian; then answer the question that follows.**

We shall never be clearly convinced as we ought to be, that our salvation flows from the fountain of God's free mercy, till we are acquainted with his eternal election, which illustrates the grace of God by this comparison, that he adopts not all promiscuously to the hope of salvation, but gives to some what he refuses to others. Ignorance of this principle evidently detracts from the Divine glory, and diminishes real humility. But according to Paul, what is so necessary to be known, never can be known, unless God, without any regard to works, chooses those whom he has decreed.

The excerpt above focuses on which of the following Protestant doctrines?

- A. salvation by faith alone
- B. the literal truth of the Bible
- C. predestination
- D. the priesthood of all believers

50. In which of the following regions of European exploration and settlement did the creation of multiethnic societies develop furthest during the sixteenth and seventeenth centuries?
- A. South Asia
  - B. Latin America
  - C. East Asia
  - D. West Africa
51. Which of the following goals best describes a shared aim of the English leaders of the Great Rebellion of the 1640s and the Glorious Revolution of 1688–1689?
- A. to set limits on the exercise of monarchical power
  - B. to remove barriers to popular participation in the political process
  - C. to establish a religious commonwealth in England
  - D. to reduce the power of landed aristocrats in English economic life
52. The cultural awakening that accompanied the spread of Ottoman power in the fifteenth and sixteenth centuries can best be seen in the:
- A. conceptual advances of Ottoman mathematicians.
  - B. astronomical discoveries of Ottoman scientists.
  - C. medical innovations of Ottoman physicians.
  - D. architectural achievements of Ottoman builders.
53. Sir Francis Bacon most influenced the scientific revolution of the seventeenth century by:
- A. proposing methods for the organization of scientific thought and research.
  - B. developing a system for the classification of plant and animal life.
  - C. establishing societies for the exchange of information among European scientists.
  - D. creating mathematical techniques for the investigation of the natural world.

54. Enlightenment philosophers hoped to improve human society mainly by:
- A. restoring the most praiseworthy features of traditional societies.
  - B. applying reason to all aspects of political and social life.
  - C. eliminating all status distinctions among social groups.
  - D. creating a world in which people could live in complete freedom.

55. **Read the excerpt below from the Declaration of Independence; then answer the question that follows.**

We hold these truths to be self-evident, that all men . . . are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it. . . .

The excerpt above best illustrates the influence of which of the following Enlightenment thinkers on the leaders of the movement for American independence?

- A. Voltaire
- B. Thomas Hobbes
- C. Diderot
- D. John Locke

56. Which of the following statements best describes a major effect of industrialization on women in nineteenth-century Europe?

- A. It gave women greater property rights and legal protections.
- B. It reduced women's child-rearing and home-management responsibilities.
- C. It removed from the home many occupations that had been performed by women.
- D. It expanded educational opportunities for women.

57. Which of the following developments was a direct cause of the chain of events that resulted in World War I?

- A. Great Britain's construction of the Suez Canal
- B. Germany's decision to enlarge its naval forces
- C. France's establishment of a protectorate over Morocco
- D. Russia's commitment to support Serbian nationalism

58. Which of the following statements best describes a shared feature of Italian Fascism and German National Socialism?
- A. Both drew their greatest support from large industrial corporations.
  - B. Both made denunciation of the Treaty of Versailles a central part of their political appeal.
  - C. Both represented an expression of extreme nationalism.
  - D. Both embraced a racist ideology that called for the elimination of specific groups.
59. The invasion of France on D-Day, June 6, 1944, was key to the eventual Allied victory in World War II because it:
- A. destroyed large numbers of Germany's most experienced military units.
  - B. eliminated Germany's capacity to conduct naval operations in the North Atlantic.
  - C. forced Germany to divide increasingly scarce resources among major battlefronts.
  - D. deprived Germany of raw materials needed to replace military weapons and ammunition.
60. Which of the following goals best describes a major purpose of the Marshall Plan?
- A. to establish the economic resources that would enable European governments to repay wartime loans from the United States
  - B. to promote cooperation in restoring the postwar economy of Western Europe
  - C. to force Germany to make reparation payments to countries Hitler had invaded during World War II
  - D. to enable Great Britain to become the dominant economic and political power in postwar Europe

61. **Read the excerpt below from a 1950 policy paper prepared by members of the U.S. National Security Council; then answer the question that follows.**

The fundamental design of those who control the Soviet Union and the international Communist movement is to retain and solidify their absolute power, first in the Soviet Union and second in the areas now under their control. In the minds of Soviet leaders, however, achievement of this design requires the dynamic extension of their authority and the ultimate elimination of any effective opposition to their authority. . . .

. . . The frustration of the Kremlin design requires the free world to develop a successfully functioning political and economic system and a vigorous political offensive against the Soviet Union. These, in turn, require an adequate military shield under which they can develop.

The views stated in the excerpt above best reflect the influence of which of the following doctrines on U.S. foreign policy during the Cold War?

- A. constructive engagement
- B. preemption
- C. spheres of influence
- D. containment

62. Unlike most of the colonized nations of Africa, in which independence was achieved relatively peacefully, the process of decolonization in Kenya, Algeria, and South Africa was characterized by widespread violence and armed conflict. Which of the following characteristics of these countries best explains their difficult struggle to escape from European rule?

- A. the growing access these countries had to global markets that provided the wealth necessary to sustain armed political movements
- B. the substantial number of settlers of European descent in these countries who regarded the colonies as their permanent homes
- C. the swelling number of urban poor in these countries from which paramilitary forces could be recruited
- D. the many Western-educated African leaders in these countries who were imbued with the ideology of Marxist revolution

63. Which of the following phrases best describes a shared concern of the reform governments elected in Brazil, Argentina, Venezuela, and other parts of Latin America during the early twenty-first century?
- A. overcoming Latin America's economic disadvantages within the global marketplace
  - B. creating a common culture for the diverse peoples of Latin America
  - C. uniting Latin American nations in opposition to U.S. military intervention in the region
  - D. removing barriers to the investment of foreign capital in Latin America
64. Which of the following goals best describes an important aim of late twentieth-century Islamic fundamentalists?
- A. to maintain a separation of religion and government in Islamic societies
  - B. to forcibly convert nonbelievers to Islam
  - C. to reconcile Mohammed's teachings with modern beliefs and values
  - D. to institute and strictly enforce Islamic law
65. Which of the following developments most influenced the growing interdependence of the global economy during the late twentieth century?
- A. the emergence of the euro as a major world currency
  - B. advances in communications technology
  - C. the increase in population movement among nations
  - D. advances in transportation technology

66. Which line on the table below accurately matches an early civilization with an important technological innovation that originated in that civilization?

Line	Civilization	Technological Innovation
A	Indian	development of irrigation technology
B	Sumerian	invention of gunpowder
C	Olmec	development of cloth-making technology
D	Chinese	invention of woodblock printing

- A. Line A
- B. Line B
- C. Line C
- D. Line D
67. Which of the following cause-and-effect relationships best describes a major consequence of the agricultural revolution in eighteenth-century England?
- A. Opening new lands to cultivation contributed to a major increase in England's rural population.
- B. Increased productivity provided the food surpluses needed for the development of an industrial society.
- C. Rising grain prices benefited rural producers but led to greater poverty among urban residents.
- D. Large landowners replaced urban merchants as the dominant figures in English political and economic life.

68. The research of Copernicus and Johannes Kepler contributed to the growth of scientific knowledge by:
- A. demonstrating the inadequacy of prevailing views about the earth's place in the universe.
  - B. showing that all matter is composed of tiny particles called atoms.
  - C. synthesizing various theories to create a general theory of how the universe worked.
  - D. challenging the belief that time and space are separate entities.
69. René Descartes most influenced the development of the scientific method by stressing the importance of:
- A. developing new tools and instruments to make accurate observations of natural phenomena.
  - B. relating observation to existing theory and research.
  - C. using mathematics and logic to challenge existing assumptions about the natural world.
  - D. using the findings from diverse fields of scientific research.
70. Which of the following land masses are connected by an isthmus?
- A. South Asia and the Middle East
  - B. North America and South America
  - C. Indonesia and East Asia
  - D. Western Europe and North Africa

71. Which of the following is the best illustration of the concept of *relative location*?
- A. The new family lives at the corner of Green and Chestnut streets.
  - B. The prime meridian passes through Greenwich, England.
  - C. The new highway makes the mall much closer to the grocery store.
  - D. The location of Washington, D.C., is 38°53' N and 77°00' W.

72. **Read the passage below; then answer the question that follows.**

The practice of smoking tobacco originated among Native Americans. When Sir Walter Raleigh returned to England from the Americas in the 1580s, he introduced the habit to upper-class acquaintances, from whom it spread to the general public. Smoking reached Holland not long afterward by way of English students who had traveled to the Netherlands to attend Dutch medical schools. From there, adoption of the practice spread northward to Scandinavia and eastward to Germany and Russia, ultimately reaching Siberia and crossing the Bering Strait to reenter North America through Alaska.

Information presented in the passage above can best be used to illustrate the meaning of which of the following geographic concepts?

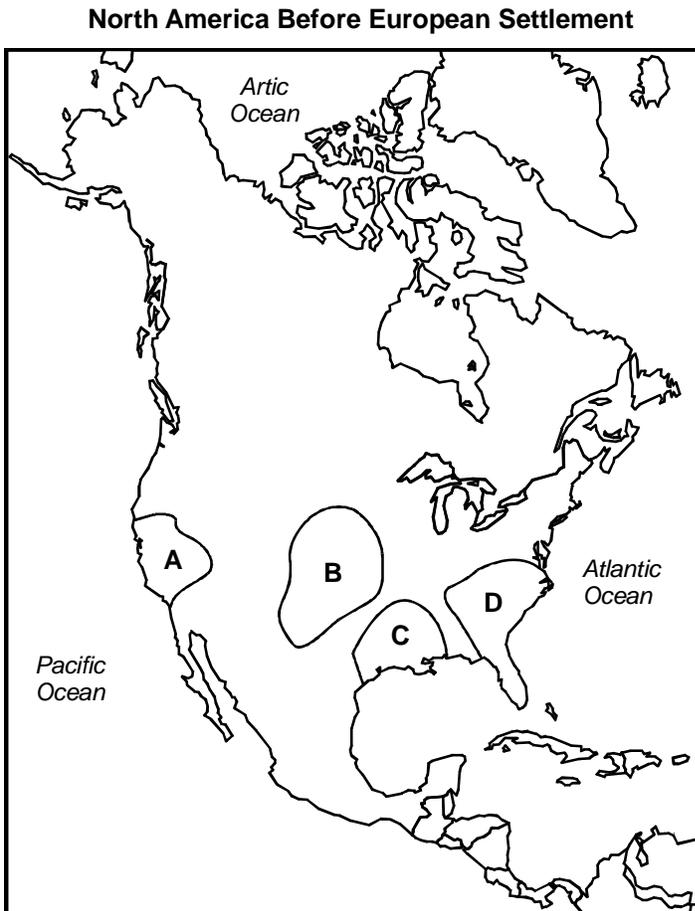
- A. adaptation
- B. diffusion
- C. acculturation
- D. connectivity

73. Which line on the table below best matches a basic geographic source with the type of information that is likely to be found in that source?

Line	Source	Type of Information
A	political atlas	information on human alterations of the physical environment in a country
B	geographic dictionary	information on the major landforms and the relative location of various countries
C	geographic information system	information on patterns of cultural diffusion within various countries
D	national census	information on the diversity of family structures in a country

- A. Line A
- B. Line B
- C. Line C
- D. Line D
74. People engaged in geographic planning, mining operations, and large-scale engineering projects would likely find which of the following types of maps most useful?
- A. graphic-relief map
- B. climate map
- C. economic exchange map
- D. political map

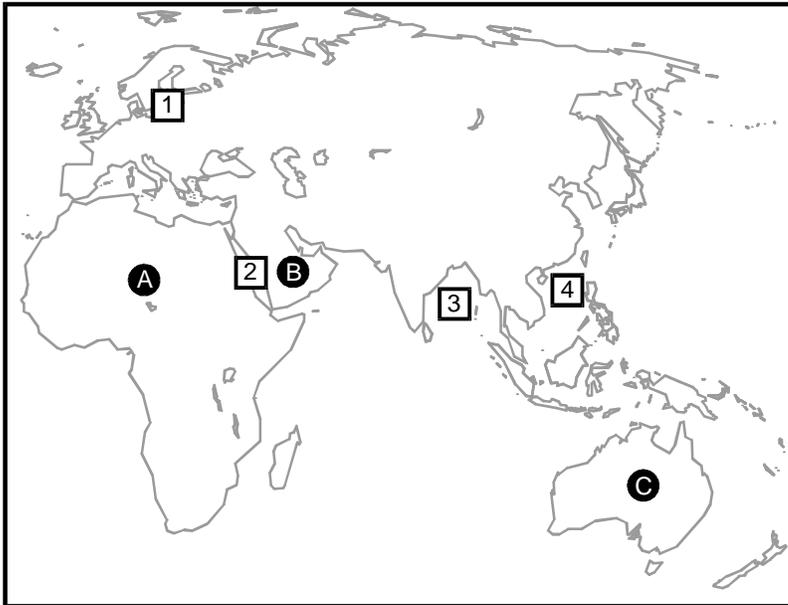
75. Use the map below to answer the question that follows.



The introduction of the horse had the greatest affect on intertribal relations and the subsistence activities of indigenous peoples in which of the following lettered regions on the map above?

- A. Region A
- B. Region B
- C. Region C
- D. Region D

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



76. Which of the following landforms is the dominant topographical feature in the three lettered areas on the map?

- A. desert
- B. mountain
- C. plain
- D. plateau

77. Which of the following lists correctly matches the four numbers on the map to the body of water to which they correspond?

- A. 1. White Sea  
2. Gulf of Aden  
3. Coral Sea  
4. Gulf of Thailand
- B. 1. Baltic Sea  
2. Red Sea  
3. Bay of Bengal  
4. South China Sea
- C. 1. Barents Sea  
2. Caspian Sea  
3. Java Sea  
4. Philippine Sea
- D. 1. North Sea  
2. Persian Gulf  
3. Arabian Sea  
4. Sea of Japan

78. Social contract theory provides the foundation for which of the following political beliefs?
- A. Political parties are an essential component of all political systems.
  - B. Each branch of government should be able to check the powers of the other branches.
  - C. Rulers derive their authority from the consent of the governed.
  - D. The most effective governments find ways to adapt to changing social conditions.
79. Which of the following excerpts from the U.S. Constitution best reflects how the ideas of Voltaire influenced the development of government in the early republic?
- A. "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex."
  - B. "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press. . . ."
  - C. "Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted."
  - D. "The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated. . . ."

80. Which of the following aspects of Romanticism is also characteristic of Fascism?
- A. a focus on national character and folklore
  - B. a rejection of the Enlightenment ideals of balance, order, and reason
  - C. a preoccupation with the mysteries of nature
  - D. an emphasis on imaginative adaptations of reality
81. The events of World War I and its immediate aftermath most influenced which of the following developments in political thought?
- A. the civil libertarianism of Mahatma Ghandi
  - B. the Communist totalitarianism of Josef Stalin
  - C. the National Socialism of Adolf Hitler
  - D. the democratic statism of Charles de Gaulle
82. One can best understand the growth of parliamentary democracy by examining developments in:
- A. France during the sixteenth century.
  - B. England during the seventeenth century.
  - C. Spain during the eighteenth century.
  - D. Russia during the nineteenth century.
83. One can best distinguish totalitarian from authoritarian governments by examining which of the following aspects of their political systems?
- A. the relationship between the executive and judicial branches of government
  - B. the amount of power exercised by military leaders
  - C. the pervasiveness of government control over nongovernmental sectors of society
  - D. the role of religious authorities in the formulation of state policy

84. Which of the following best describes a major difference between ancient Athenian democracy and modern forms of democracy?
- A. A broader range of social groups is eligible to participate in modern democratic politics.
  - B. The most active politicians are more likely to come from elite groups in modern democratic politics.
  - C. Ordinary citizens are more likely to perform governmental duties in modern democratic politics.
  - D. The rate of turnover among office-holders is considerably greater in modern democratic politics.

85. **Read the excerpts below from the English Bill of Rights; then answer the question that follows.**

2. That the pretended power of dispensing with laws, or the execution of laws, by regal authority, as it has been assumed and exercised of late, is illegal.

4. That levying money for or to the use of the crown, by pretense of prerogative, without grant of Parliament, for longer time, or in other manner than the same is or shall be granted, is illegal.

6. That the raising or keeping of a standing army within the kingdom in time of peace, unless it be with consent of Parliament, is against law.

13. And that for redress of all grievances, and for the amending, strengthening, and preserving of the laws, Parliaments ought to be held frequently.

The excerpts above best reflect the central role played by the English Bill of Rights in the development of which of the following principles of democratic government?

- A. freedom of assembly
- B. judicial review
- C. checks and balances
- D. due process of law

86. Which line on the table below accurately matches the three branches of the U.S. government with a constitutional power of each branch of government?

Line	Executive Branch	Legislative Branch	Judicial Branch
A	governs the District of Columbia	tries impeachment cases	decides punishment for federal crimes
B	enforces court decisions	administers federal lands	appoints special prosecutors
C	negotiates treaties with foreign countries	regulates interstate commerce	determines the constitutionality of laws
D	maintains the armed forces	operates a postal service	establishes rules for naturalization

- A. Line A
- B. Line B
- C. Line C
- D. Line D
87. Which of the following best describes a reserved power of state governments in the United States?
- A. establishing and maintaining courts
- B. controlling the organization of local governments
- C. protecting the environment
- D. taxing and spending for the general welfare

88. Which of the following features of the contemporary U.S. electoral system differs most from the electoral system envisioned by the founders of the U.S. government?
- A. the percentage of voters in state and local elections
  - B. the role of the Electoral College in presidential elections
  - C. the frequency with which incumbents are returned to office
  - D. the length and expense of presidential election campaigns
89. Which of the following best describes a major role of political parties in the U.S. political system?
- A. organizing the election process
  - B. establishing ethical standards for public officials
  - C. nominating federal appointees
  - D. monitoring the operation of state and federal governments
90. Special interest groups are most likely to exert the greatest influence on the law-making process at the stage when legislators are:
- A. gathering information on the issues addressed by a bill.
  - B. selecting the standing committee to which a bill is sent for consideration.
  - C. determining when a bill should be scheduled for floor debate.
  - D. seeking to craft a compromise version of a bill.

91. Which line on the table below accurately identifies both a legal obligation and a civic responsibility of U.S. citizenship?

Line	Legal Obligation	Civic Responsibility
1	understanding the rights of citizenship	participating in community affairs
2	paying taxes	voting in elections
3	respecting the views of others	reporting for jury duty when called
4	reporting a crime	obeying the law

- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4
92. A central aim of the modern women's movement was to enable women to participate fully in all aspects of U.S. society. In their efforts to achieve this goal, women expanded the meaning of which of the following constitutional provisions?
- A. the right of petition clause of the First Amendment
- B. the due process clause of the Fifth Amendment
- C. the unenumerated rights clause of the Ninth Amendment
- D. the equal protection clause of the Fourteenth Amendment

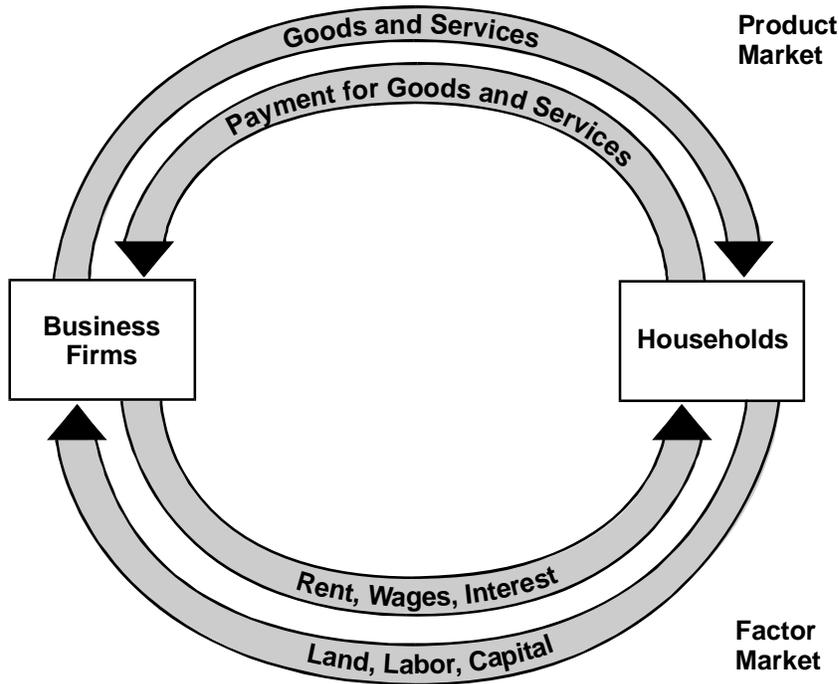
## History (06) Practice Test

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93. Entrepreneurship can best be defined as the ability to:
- A. recognize profitable ways of organizing land, labor, and capital.
  - B. create economic initiatives that balance private interests and the public good.
  - C. reduce the operating costs of a business enterprise.
  - D. make a profit by buying, combining, and selling inefficient or redundant economic units.
94. The most important policy recommendations of the British economist John Maynard Keynes were based on the belief that:
- A. nations pass through predictable stages of growth to achieve a state of stable economic prosperity.
  - B. market determination of prices and wages provides the surest foundation for economic growth.
  - C. new products and production processes cause regular fluctuations in the level of business activity.
  - D. government spending is often necessary to maintain employment and consumption in market economies.
95. A major difference between free market economies and command economies is that:
- A. resources are allocated more efficiently in free market economies.
  - B. production decisions are more centralized in free market economies.
  - C. income and wealth are more equitably distributed in free market economies.
  - D. unemployment is a less serious problem in free market economies.
96. Changes that have taken place in the Chinese economy since 1960 best illustrate which of the following economic transformations?
- A. how a pure market economy became a command economy
  - B. how a command economy became a mixed economy
  - C. how a traditional economy became a command economy
  - D. how a mixed economy became a pure market economy

97. Which of the following best describes a major role of labor unions in the U.S. economy?
- A. to adjust wages to moderate business cycles
  - B. to help determine which goods and services should be produced
  - C. to maximize the output of production workers
  - D. to improve wages and working conditions
98. Which of the following economic consequences is the most likely result of imposing tariffs on imported goods?
- A. The prices of domestic goods would decrease.
  - B. The cost of producing foreign goods would increase.
  - C. The price of foreign goods would increase.
  - D. The cost of producing domestic goods would decrease.
99. How would the Federal Reserve Board most likely use its monetary power during a period of inflation?
- A. Increase the interest rate on money borrowed from the Federal Reserve.
  - B. Raise the reserve requirements of member banks.
  - C. Increase the purchase of government bonds in open market operations.
  - D. Raise the margin requirements for the purchase of securities.

100. Use the circular flowchart below to answer the question that follows.



According to the chart above, which of the following statements best summarizes the role of households in the U.S. economy?

- A. Households demand products, services, and the factors of production.
- B. Households demand products and services, and supply the factors of production.
- C. Households supply products, services, and the factors of production.
- D. Households supply products and services and demand the factors of production.

## DIRECTIONS FOR THE OPEN-RESPONSE ITEM ASSIGNMENTS

This section of the test consists of two open-response item assignments that appear on the following pages. You will be asked to prepare a written response of approximately 150–300 words (1–2 pages) for each assignment. You should use your time to plan, write, review, and edit your response for each assignment.

For each assignment, read the topic and directions carefully before you begin to work. Think about how you will organize your response. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your response.

As a whole, your response to each assignment must demonstrate an understanding of the knowledge of the field. In your response to each assignment, you are expected to demonstrate the depth of your understanding of the subject area by applying your knowledge rather than by merely reciting factual information.

Your response to each assignment will be evaluated based on the following criteria.

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT KNOWLEDGE:** appropriateness and accuracy in the application of subject knowledge
- **SUPPORT:** quality and relevance of supporting evidence
- **RATIONALE:** soundness of argument and degree of understanding of the subject area

The open-response item assignments are intended to assess subject knowledge. Your responses must be communicated clearly enough to permit valid judgment of the evaluation criteria by scorers. Your responses should be written for an audience of educators in this field. The final version of each response should conform to the conventions of edited American English. Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topics. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses.

Write or print your response in the space provided following the assignment.

**OPEN-RESPONSE ITEM ASSIGNMENT #1**

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

Despite growing tensions between Great Britain and the colonies during the 1760s, few colonists were thinking about independence. At the time, most colonists still considered themselves British subjects and had little wish to become anything else. That soon changed, however, and when the Continental Congress issued the Declaration of Independence in July 1776, its action ensured that the armed conflict that had begun more than a year earlier would continue until one side achieved its aims.

Using your knowledge of U.S. history, write a response in which you:

- describe two events or developments that prompted American colonists to begin thinking about independence; and
- discuss two major effects of the revolution on U.S. society.





**OPEN-RESPONSE ITEM ASSIGNMENT #2**

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

Much more so than World War I, World War II was a truly global conflict that involved a far greater range of the world's peoples. Where the earlier conflict had left the existing international balance of power largely intact, World War II transformed the global power structure and unleashed powerful forces for change across the globe.

Using your knowledge of world history, write an essay in which you:

- describe two differences in the international balance of power after World War II compared with the international balance of power after World War I; and
- discuss two ways in which World War II precipitated change in major world regions.





## **PRACTICE TEST RESULTS**

## PRACTICE TEST RESULTS OVERVIEW

The practice test provides valuable information regarding your preparedness for the MTEL History (06) test. In this section, you will find information and tools to help you determine your preparedness on the various sections of the test.

### Multiple-Choice Questions

A Multiple-Choice Question Answer Key Worksheet is provided to assist you in evaluating your multiple-choice responses. The worksheet contains five columns. The first column indicates the multiple-choice question number, the second column indicates the objective to which the test question was written, and the third column indicates the correct response. The remaining columns are for your use in calculating the number of multiple-choice questions you answered correctly or incorrectly.

An Evaluation Chart for the multiple-choice questions is also provided to help you assess which content covered by the test objectives may require additional study.

### Open-Response Items

Evaluation Information, Sample Responses and Analyses, as well as a Scoring Rubric are provided for these items. You may wish to refer to this information when evaluating your practice test responses.

### Total Test

Practice Test Score Calculation information is provided to help you estimate your score on the practice test. Although you cannot use this practice test to precisely predict how you might score on an official MTEL History (06) test, you may be able to determine your degree of readiness to take an MTEL test at an operational administration. No passing score has been determined for the practice test.

**MULTIPLE-CHOICE QUESTION  
ANSWER KEY WORKSHEET**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
1	0001	D		
2	0001	D		
3	0001	B		
4	0001	A		
5	0001	B		
6	0001	D		
7	0002	D		
8	0002	D		
9	0002	C		
10	0002	A		
11	0002	D		
12	0002	C		
13	0002	B		
14	0003	B		
15	0003	C		
16	0003	C		
17	0003	B		
18	0003	D		
19	0003	D		
20	0004	B		
21	0004	A		
22	0004	B		
23	0004	A		
24	0004	A		
25	0004	A		
26	0004	C		
27	0005	D		
28	0005	C		
29	0005	A		
30	0005	D		
31	0005	C		
32	0005	B		
33	0006	D		
34	0006	A		

**MULTIPLE-CHOICE QUESTION  
ANSWER KEY WORKSHEET (continued)**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
35	0006	C		
36	0006	C		
37	0006	B		
38	0006	D		
39	0007	D		
40	0007	C		
41	0007	B		
42	0007	C		
43	0007	D		
44	0008	A		
45	0008	C		
46	0008	D		
47	0008	D		
48	0009	C		
49	0009	C		
50	0009	B		
51	0009	A		
52	0009	D		
53	0010	A		
54	0010	B		
55	0010	D		
56	0010	C		
57	0011	D		
58	0011	C		
59	0011	C		
60	0011	B		
61	0012	D		
62	0012	B		
63	0012	A		
64	0012	D		
65	0012	B		
66	0013	D		
67	0013	B		
68	0013	A		

**MULTIPLE-CHOICE QUESTION  
ANSWER KEY WORKSHEET (continued)**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
69	0013	C		
70	0014	B		
71	0014	C		
72	0014	B		
73	0014	D		
74	0014	A		
75	0014	B		
76	0014	A		
77	0014	B		
78	0015	C		
79	0015	B		
80	0015	A		
81	0015	C		
82	0015	B		
83	0015	C		
84	0015	A		
85	0016	C		
86	0016	C		
87	0016	B		
88	0016	D		
89	0016	A		
90	0016	A		
91	0016	B		
92	0016	D		
93	0017	A		
94	0017	D		
95	0017	A		
96	0017	B		
97	0017	D		
98	0017	C		
99	0017	A		
100	0017	B		

**Count the number of multiple-choice questions you answered correctly:**

\_\_\_\_\_ of 100 multiple-choice questions

## MULTIPLE-CHOICE QUESTION PRACTICE TEST EVALUATION CHART

In the evaluation chart that follows, the multiple-choice questions are arranged in numerical order and by test objective. Check your responses against the correct responses provided to determine how many questions within each objective you answered correctly.

### Subarea I: U.S. History

**Objective 0001: Understand the characteristics of indigenous societies of North America, the causes and course of European exploration, and the development of colonial societies to 1760.**

1D \_\_\_\_ 2D \_\_\_\_ 3B \_\_\_\_ 4A \_\_\_\_ 5B \_\_\_\_ 6D \_\_\_\_      \_\_\_\_/6

**Objective 0002: Understand the causes and key events of the Revolutionary War and major political, economic, social, and cultural developments that shaped the course of U.S. history through the Jacksonian era.**

7D \_\_\_\_ 8D \_\_\_\_ 9C \_\_\_\_ 10A \_\_\_\_ 11D \_\_\_\_ 12C \_\_\_\_ 13B \_\_\_\_      \_\_\_\_/7

**Objective 0003: Understand the significance of historical events related to westward expansion, the Civil War, and Reconstruction.**

14B \_\_\_\_ 15C \_\_\_\_ 16C \_\_\_\_ 17B \_\_\_\_ 18D \_\_\_\_ 19D \_\_\_\_      \_\_\_\_/6

**Objective 0004: Understand the major political, economic, social, and cultural developments that shaped the course of U.S. history from 1877 to 1920.**

20B \_\_\_\_ 21A \_\_\_\_ 22B \_\_\_\_ 23A \_\_\_\_ 24A \_\_\_\_ 25A \_\_\_\_ 26C \_\_\_\_      \_\_\_\_/7

**Objective 0005: Understand the significant historical events and developments related to the emergence of the United States as a world power and the effects of major conflicts on the United States from 1898 to the present.**

27D \_\_\_\_ 28C \_\_\_\_ 29A \_\_\_\_ 30D \_\_\_\_ 31C \_\_\_\_ 32B \_\_\_\_      \_\_\_\_/6

**Objective 0006: Understand the major political, economic, social, and cultural developments that have shaped the course of U.S. history from 1920 to the present.**

33D \_\_\_\_ 34A \_\_\_\_ 35C \_\_\_\_ 36C \_\_\_\_ 37B \_\_\_\_ 38D \_\_\_\_      \_\_\_\_/6

Subarea I (Objectives 0001–0006) Total \_\_\_\_/38

**MULTIPLE-CHOICE QUESTION  
PRACTICE TEST EVALUATION CHART (continued)**

**Subarea II: World History**

**Objective 0007: Understand human beginnings, the characteristics of early human societies, and the roots of Western civilization (prehistory to A.D. 500).**

39D \_\_\_\_ 40C \_\_\_\_ 41B \_\_\_\_ 42C \_\_\_\_ 43D \_\_\_\_ \_\_\_\_\_/5

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

44A \_\_\_\_ 45C \_\_\_\_ 46D \_\_\_\_ 47D \_\_\_\_ \_\_\_\_\_/4

**Objective 0009: Understand the major political, economic, social, and cultural developments that shaped the course of world history during the Global Age (1450 to 1750).**

48C \_\_\_\_ 49C \_\_\_\_ 50B \_\_\_\_ 51A \_\_\_\_ 52D \_\_\_\_ \_\_\_\_\_/5

**Objective 0010: Understand the major political, economic, social, and cultural developments that shaped the course of world history during the Age of Revolutionary Change (1700 to 1914).**

53A \_\_\_\_ 54B \_\_\_\_ 55D \_\_\_\_ 56C \_\_\_\_ \_\_\_\_\_/4

**Objective 0011: Understand the major political, economic, social, and cultural developments that shaped the course of world history during the Era of the Great Wars (1900 to 1945).**

57D \_\_\_\_ 58C \_\_\_\_ 59C \_\_\_\_ 60B \_\_\_\_ \_\_\_\_\_/4

**Objective 0012: Understand the major political, economic, social, and cultural developments that shaped the course of world history from 1945 to the present.**

61D \_\_\_\_ 62B \_\_\_\_ 63A \_\_\_\_ 64D \_\_\_\_ 65B \_\_\_\_ \_\_\_\_\_/5

**Objective 0013: Understand the impact of science and technology on the development of civilization.**

66D \_\_\_\_ 67B \_\_\_\_ 68A \_\_\_\_ 69C \_\_\_\_ \_\_\_\_\_/4

**Subarea II (Objectives 0007–0013) Total \_\_\_\_\_/31**

**MULTIPLE-CHOICE QUESTION  
PRACTICE TEST EVALUATION CHART (continued)**

**Subarea III: Geography, Government, and Economics**

**Objective 0014: Understand the major physical features of the world and the effects of geographic factors on the development of human societies.**

70B\_\_\_\_ 71C\_\_\_\_ 72B\_\_\_\_ 73D\_\_\_\_ 74A\_\_\_\_ 75B\_\_\_\_ 76A\_\_\_\_  
77B\_\_\_\_ \_\_\_\_\_/8

**Objective 0015: Understand basic political science terms, concepts, and theories and the characteristics, organization, and development of various political systems.**

78C\_\_\_\_ 79B\_\_\_\_ 80A\_\_\_\_ 81C\_\_\_\_ 82B\_\_\_\_ 83C\_\_\_\_ 84A\_\_\_\_ \_\_\_\_\_/7

**Objective 0016: Understand the principles contained in the Founding Documents of U.S. government and the structure and operation of the U.S. political system.**

85C\_\_\_\_ 86C\_\_\_\_ 87B\_\_\_\_ 88D\_\_\_\_ 89A\_\_\_\_ 90A\_\_\_\_ 91B\_\_\_\_  
92D\_\_\_\_ \_\_\_\_\_/8

**Objective 0017: Understand fundamental economic concepts and theories, characteristics of major economic systems, and the organization and operation of the U.S. economic system.**

93A\_\_\_\_ 94D\_\_\_\_ 95A\_\_\_\_ 96B\_\_\_\_ 97D\_\_\_\_ 98C\_\_\_\_ 99A\_\_\_\_  
100B\_\_\_\_ \_\_\_\_\_/8

**Subarea III (Objectives 0014–0017) Total \_\_\_\_\_/31**

## OPEN-RESPONSE ITEM EVALUATION INFORMATION

### How Open-Response Items Are Scored

Open-response items are scored through a process called focused holistic scoring. Scorers judge the overall effectiveness of the response rather than individual aspects considered in isolation. Scorer judgments are based on the quality of the response, not on length or neatness. Responses must be long enough to cover the topic adequately and scorers must be able to read what is written.

### How to Evaluate Your Practice Responses

On the following pages, you will find two "strong" and two "weak" sample responses. PLEASE DO NOT REVIEW THE SAMPLE RESPONSES UNTIL AFTER YOU HAVE WRITTEN YOUR OWN RESPONSE. When you do review the two "strong" and "weak" sample responses and analyses included here, please note the following points:

- ✓ For the purposes of the practice test, responses are identified as "strong" or "weak" rather than given a score point of 1–4.
- ✓ The responses identified as "strong" may contain flaws; however, these responses do demonstrate the performance characteristics of a "strong response."
- ✓ The two "strong" responses demonstrate the examinees' appropriate understanding and application of the subject matter knowledge. However, these responses do not necessarily reflect the full range of "correct answers" that would demonstrate an understanding of the subject matter.
- ✓ The "Analysis" accompanying each "strong" and "weak" response discusses the main attributes of the responses, but does not identify all flaws or strengths that may be present.

Compare your practice responses to the [Sample Responses](#) to determine whether your responses are more similar to the strong or weak responses. Also review the [Analyses](#) on those pages and the [Scoring Rubric](#) to help you better understand the characteristics of strong and weak responses. This evaluation will help you identify specific problems or weaknesses in your practice responses. Further information on scoring can be found in the [Test Information Booklet](#) and [Faculty Guide](#) at [www.mtel.nesinc.com](http://www.mtel.nesinc.com) and at [www.doe.mass.edu/mtel](http://www.doe.mass.edu/mtel); select "FAQ," then "After the Test."

**OPEN-RESPONSE ITEM  
SCORING RUBRIC, SAMPLE RESPONSES, AND ANALYSES**

**Massachusetts Tests for Educator Licensure®  
SCORING RUBRIC FOR SUBJECT TESTS**

**Performance Characteristics:**

Purpose	The extent to which the response achieves the purpose of the assignment.
Subject Matter Knowledge	Accuracy and appropriateness in the application of subject matter knowledge.
Support	Quality and relevance of supporting details.
Rationale	Soundness of argument and degree of understanding of the subject matter.

**Scoring Scale:**

<b>Score Point</b>	<b>Score Point Description</b>
<b>4</b>	<p><b>The "4" response reflects a thorough knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial, accurate, and appropriate application of subject matter knowledge.</li> <li>• The supporting evidence is sound; there are high-quality, relevant examples.</li> <li>• The response reflects an ably reasoned, comprehensive understanding of the topic.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects an adequate knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a generally accurate and appropriate application of subject matter knowledge.</li> <li>• The supporting evidence is adequate; there are some acceptable, relevant examples.</li> <li>• The response reflects an adequately reasoned understanding of the topic.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a limited knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited, poorly reasoned understanding of the topic.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects a weak knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no appropriate or accurate application of subject matter knowledge.</li> <li>• The supporting evidence, if present, is weak; there are few or no relevant examples.</li> <li>• The response reflects little or no reasoning about or understanding of the topic.</li> </ul>
<b>U</b>	<b>The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</b>
<b>B</b>	<b>There is no response to the assignment.</b>

**FIRST SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #1**

When the French and Indian War had ended in 1760, all of the colonists were proud to be British subjects and most people just wanted to get back to their ordinary lives. But when the British troops went home they took their money with them and economic conditions were not good. But the colonists did not have much time to think about other things. If they wanted to eat, they had to work, as their ministers and other colonial leaders regularly reminded them. So there was little grumbling about Great Britain at that time.

There were many colonists who remained loyal to the King, particularly people who held positions in colonial governments--people like Governor John Winthrop of Massachusetts who was a supporter of the Stamp Act. At the same time, however, growing numbers of colonists did begin thinking about independence. The colonists had to pay higher taxes, and they did not like that at all. They never would. It was a major reason why they eventually rebelled and established their independence from British rule.

After the Revolution, the biggest change was the new government. Before the Revolution, there had been no national government, only thirteen separate colonies that were always fighting with each other. During the war, patriot leaders established a government under the Articles of Constitution. But many people thought this government was too weak, and they decided to replace the Articles with a stronger government with three parts: an executive branch, a legislative branch, and the Supreme Court. This was the government established by the next U.S. Constitution. With a few amendments over the years, it is the government under which we still live today.

## ANALYSIS FOR FIRST WEAK RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1

*This is an example of a weak response because it is characterized by the following:*

**Purpose:** The purpose of the assignment has been partially achieved. The response discusses only one development that prompted Americans to begin thinking about independence and only one effect of the Revolution on U.S. society. But even this partial fulfillment of the assignment is incomplete. In paragraph two, for example, the candidate mentions colonial opposition to higher taxes but fails to explain why Americans viewed British tax measures as a threat to their liberties. The comparison of the governments established by the Articles of Confederation and the U.S. Constitution in paragraph four is also inadequate. Apart from stating that one was weak and the other strong, the candidate tells readers little about how the two governments differed from each other.

**Subject Matter Knowledge:** The response reflects limited subject matter knowledge of the events and developments discussed in the response. Not only does the candidate provide few specifics, but the response contains numerous factual errors: The French and Indian War ended in 1763, not 1760; John Winthrop was not governor of Massachusetts during the Revolutionary era; the thirteen colonies were not always fighting with each other before the Revolution; and the first charter for a national government was the Articles of Confederation, not the Articles of Constitution.

**Support:** Apart from the discussion of the governments formed under the Articles of Confederation and the U.S. Constitution in paragraph three, the response provides few relevant supporting details. Even here, the response fails to furnish the kind of information that would enable readers to understand popular dissatisfaction with the government formed by the Articles. Had some effort been made to explain why people felt that government was "too weak," the candidate might have been able to show more clearly the effect that the Revolution had on political developments in the new nation. Instead, the response provides a not very informative comparison of the two Revolutionary era governments.

**Rationale:** Although the response exhibits some logical progression, its lack of specifics and failure to adequately address the two questions posed in the assignment renders much of the information furnished by the candidate irrelevant. This, together with various inaccuracies contained in the response, raises serious questions about the candidate's understanding of the topic.

**SECOND SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #1**

Great Britain was then the most powerful empire in the world. None of the colonists wanted to be free of British rule. For many people, being part of a big empire was a proud thing.

But Parliament began treating the colonists badly. Among other things, they wanted the colonists to pay more taxes. The taxes angered the colonists who fought back at what became known as the Boston Massacre when British soldiers shot down unarmed colonists who were protesting about taxes. An interesting note is that the leader of the protestors was Crispus Attucks, a former slave, who was killed. Although the British soldiers were not convicted, the Massacre made many colonists think that the time had come for independence, and the Revolution soon began.

The war lasted for eight years. After becoming independent, Americans had to take stock of where they stood. As citizens of the United States of America, the people had to decide which changes were beneficial and which were not. The Revolution had certainly affected many things. Americans now needed to sort out those changes.

Many people were unhappy with the Confederate government during the war. They believed it was too weak and wanted something stronger. So they passed a new constitution that fixed the weaknesses of the Confederate government.

Another major effect of the Revolution happened to women. During the Revolution women like Abigail Adams told their husbands that they deserved rights too, and when the Revolution was over they wrote articles and letters about protecting their rights in the new constitution.

## ANALYSIS FOR SECOND WEAK RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1

*This is an example of a weak response because it is characterized by the following:*

**Purpose:** The purpose of the assignment has been partially achieved. Although the response does discuss one event that prompted colonists to begin thinking about independence and two effects of the Revolution on U.S. society, the descriptions and explanations are inaccurate or incomplete. The discussion of the Boston Massacre in paragraph two is filled with factual inaccuracies; the comparison of the governments established by the Articles of Confederation and the U.S. Constitution in paragraph four is poorly developed; and the discussion of women in paragraph five is limited and leaves the inaccurate impression that the Constitution made some provision for women's rights.

**Subject Matter Knowledge:** The number of factual errors contained in the response raises serious questions about the candidate's command of subject matter knowledge. The Boston Massacre was largely the consequence of a labor dispute concerning the off-duty employment of British troops in Boston and had nothing to do with British tax policy. Crispus Attucks was not "the leader of the protestors" in the Boston Massacre. The Revolution began in 1775, a full five years after the Boston Massacre. The first national government was formed under the Articles of Confederation and never called the "Confederate government." And the U.S. Constitution did not address the question of women's rights until the ratification of the woman suffrage amendment in 1920.

**Support:** Support is limited. Not only are most of the supporting details provided in the discussion of the Boston Massacre inaccurate, but the response fails to furnish any specifics about the differences between the Articles of Confederation and the U.S. Constitution other than to observe that the government established by the Constitution was stronger than the Confederation government. The treatment of women in paragraph five would also have benefited from more relevant detail. Simply noting that Abigail Adams and other women expressed concern about women's rights tells readers little about the actual effect of the Revolution on women's place in U.S. society.

**Rationale:** Although the response does have a logical pattern of development, no single event or development is discussed with careful reasoning and depth of knowledge. These shortcomings, together with the numerous inaccuracies contained in the response, strongly suggest that the candidate has limited understanding of the topic.

**FIRST SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #1**

Few American colonists were thinking about independence in the early 1760s. But that would soon change as a series of events led to growing tensions that ultimately resulted in war. The first clear sign of trouble was the colonial response to the Stamp Act of 1765. That act placed taxes on newspapers, pamphlets, and legal documents. Apart from the cost, colonists rejected Parliament's authority to tax them without their consent. Their reaction to the Stamp Act took place at two levels. In the streets, mobs attacked royal officials and stamp collectors, preventing them from enforcing the act. Meanwhile, delegates from a majority of the colonies met in the Stamp Act Congress to pass resolutions condemning the bill.

Although Britain backed off and repealed the Stamp Act, the question of parliamentary taxation of the colonies did not go away. In 1773, passage of the Tea Act continued duties on tea imported from England--which most colonists found extremely objectionable--and gave the East India Company a monopoly of the colonial tea market. The most notable response to the Tea Act was the Boston Tea Party, which led Parliament to pass the Coercive Acts in the spring of 1774. Although directed mainly at Massachusetts, these repressive measures were seen as a threat to the freedom and well being of all the colonies. It would not be long before increasing numbers of colonial leaders began speaking openly of independence.

The Revolution would have a major effect on the new nation that emerged from the struggle. What most concerned Americans was how they would be governed. During the war, the Continental Congress had ordered the former colonies to write new constitutions. In most of the new constitutions, governors lost authority. Their power to appoint people to government positions was sharply limited and legislatures won the power to veto executive decisions. This did not mean the states had become full-fledged democracies. Most of them still had property qualifications for voting and officeholding, but there was continuing pressure to reduce or eliminate those qualifications.

An equally important development had to do with slavery. The Revolution did not bring freedom to the majority of slaves, but it did create a climate of opinion in which human bondage was no longer taken for granted and allowed to exist without serious challenge. As northern states began to abolish slavery and the belief grew that holding other human beings as slaves violated revolutionary ideals, slaveholders were placed on the defensive in ways they had never been before. The Revolution set in motion forces that made slavery a "peculiar institution" and created regional differences that would ultimately be settled on the battlefields of the Civil War.

## ANALYSIS FOR FIRST STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1

*This is an example of a strong response because it is characterized by the following:*

**Purpose:** The candidate fully achieves the purpose of the assignment by detailing two developments that prompted American colonists to begin thinking about independence and examining two major effects of the Revolution on U.S. society.

**Subject Matter Knowledge:** The response shows evidence of substantial subject matter knowledge. The colonial response to the Stamp Act and the series of events surrounding the Boston Tea Party are both described accurately. The Revolution's effect on the evolution of government at the state level and changing perceptions of slavery are also correctly described. Accurate references to the Stamp Act Congress, the Tea Act, the Boston Tea Party, and the Continental Congress provide further evidence of the candidate's subject matter knowledge.

**Support:** The response is strengthened by the amount and quality of the supporting details that are provided. These include accurate descriptions of the main provisions of Stamp Act and Tea Act, which enable readers to understand why colonists found the measures so objectionable. In addition to furnishing relevant details about the new state constitutions, the candidate also provides a nuanced treatment of the suffrage issue, noting that continuing pressure on political leaders would be necessary to make the new nation a truly democratic society. Similarly, the discussion on slavery is deepened by an analysis of the impact of abolition in the North on attitudes in the South.

**Rationale:** Each part of the response is clear, accurate, and well reasoned. The candidate explains why colonists reacted as they did to the Stamp Act, Tea Act, and Coercive Acts, how executive power declined in the new state governments, and how the spread of revolutionary ideals prompted growing numbers of Americans to view slavery as a "peculiar institution" that had no place in a democratic society.

**SECOND SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #1**

The end of the French and Indian War in 1763 left the British Treasury empty and set in motion a series of events that would transform many colonists from loyal subjects of Great Britain into revolutionaries determined on independence. One development that contributed to this change was the colonial response to the Townshend duties. Colonists had already demonstrated their opposition to taxation of the colonies when they rejected the Stamp Act of 1765. Two years later, when Parliament tried again by imposing taxes on paper, tea, and several other goods, colonists were more convinced than ever that British leaders were conspiring to take away their rights. To resist the new taxes, they organized a boycott of British imports. The nonimportation movement soon spread to all major port cities and prompted parliamentary repeal of most of the Townshend duties.

The protests showed that Americans were able to work together against what they saw as attacks on their freedom. In 1774, when Parliament passed the Coercive Acts to punish Massachusetts for the Boston Tea Party, people throughout the colonies were ready to act. First, the committees of correspondence that had first appeared in Massachusetts during the early 1770s became much more active. Then, patriot leaders formed the Continental Congress. This body of representatives from the various colonies condemned the Coercive Acts, urged colonists to begin military training, and organized a boycott of all British goods. It would not be long before increasing numbers of colonial leaders began speaking openly of independence.

The Revolution itself let loose a republican ideology that would have a major effect on the type of society the new nation would become. Two reforms--both started by Thomas Jefferson--illustrate the significance of these changes. Returning to Virginia after the Declaration of Independence, Jefferson took a seat in the Virginia House of Delegates and introduced a bill abolishing primogeniture, (inheritance of a family's entire property by the firstborn son) and another bill prohibiting established churches. Although both measures encountered resistance from wealthy elites, Jefferson's conviction that these types of feudal arrangements had no place in a republican society eventually won out, making it easier for ordinary Americans and their children to make what they could of the talents with which they had been born.

Not everyone benefited from the Revolution, however, which had a devastating impact on Native Americans. During the war, many Native American groups supported the British because they believed them more likely to control white settlement on their lands. After the war, the victorious Americans treated these groups as conquered peoples. Peace led to a growing tide of settlers crossing the Appalachians where they made claims to Native American territory. During the first half of the nineteenth century, more and more Native Americans would be forced to abandon their traditional homelands and resettle west of the Mississippi River.

## ANALYSIS FOR SECOND STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1

*This is an example of a strong response because it is characterized by the following:*

**Purpose:** The purpose of the assignment is fully achieved. The response is clearly focused on addressing each of the two parts of the assignment and provides a thorough discussion of the colonial reaction to the Townshend duties and the Coercive Acts as well as the effect of the Revolution on efforts to reform American society and the place of Native Americans in the new nation.

**Subject Matter Knowledge:** The response demonstrates a firm grasp of the importance of the Townshend duties and the Coercive Acts in the series of events leading to the Revolution. The response also reveals a sound understanding of the relationship between republican ideology and Revolutionary era reforms as well as the reasons why the Revolution had such a negative effect on Native Americans. Accurate reference to events such as the French and Indian War, the Stamp Act, and the Boston Tea Party and to institutions such as the Continental Congress and Virginia House of Delegates provides further confirmation of the candidate's subject matter knowledge.

**Support:** The supporting details are relevant to the discussion and add depth to the response. A good example is the information on the Stamp Act and nonimportation movement, which helps readers understand the importance of the Townshend duties. Similarly, information on the committees of correspondence and the Continental Congress makes the significance of the Coercive Acts clear.

**Rationale:** The response is ably reasoned throughout, with logical explanations of the significance of the Townshend duties and Coercive Acts, the effect of republican ideology on post-revolutionary reform initiatives, and the reasons why the Revolution resulted in the dispossession of Native Americans.

**FIRST SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #2**

For one thing, World War II was much more destructive than World War I. This was because of new weapons like bombers, tanks, and machine guns. Then there was the atomic bomb, which caused incredible devastation in Japan and other countries. But because of the atomic bomb the United States was the top power after the war.

World War II was more of a world war than World War I. During the earlier war, much of the fighting took place in different parts of Europe. But in World War II people were fighting in North Africa, the Middle East, and all over Asia as well.

In Europe, the destruction was very widespread. Everywhere you looked after the war, you could see cities and factories in ruins. Eastern Europe, where the Russian army had pounded the Germans, was really smashed and the Russians didn't have the money to fix it up, so Eastern Europe was one region that suffered economically for a long time.

On a related point, there were many more people killed in World War II than there were in World War I. No place suffered as many as deaths as the Soviet Union did, where as many as 6 million people were executed in Nazi concentration camps. This was a lot more than the entire total for the rest of the world outside of Japan. On the other hand, Europe probably didn't suffer all that many more deaths than it had in World War I, though that was quite a lot anyway.

**ANALYSIS FOR FIRST WEAK RESPONSE TO OPEN-RESPONSE  
ITEM ASSIGNMENT #2**

*This is an example of a weak response because it is characterized by the following:*

**Purpose:** The response only partially addresses the purpose of the assignment, noting one change to the international balance of power—the ascendancy of the United States, and one change precipitated by the war—the economic destruction of Eastern Europe. Those analyses, however, are very limited and do little to explain the implications of each development.

**Subject Matter Knowledge:** Although information provided in paragraphs one and three of the response contains some limited accuracy, they show little understanding of the topics that the candidate is supposed to be discussing. At the same time, paragraphs one and four contain major factual errors. In paragraph one, the candidate inaccurately implies that tanks and machine guns were first used in World War II, and that the atomic bomb was used outside of Japan. In paragraph four, the candidate confuses the 6 million people killed in the Holocaust with the number of Soviet wartime deaths, which most authorities now estimate to be around 27 million people.

**Support:** The supporting details provided in the assignment are limited or nonexistent. Even where these details are accurate, they tell readers little about changes in the global power structure or the ways in which World War II precipitated change in major world regions.

**Rationale:** The response exhibits limited logical progression. No event or development is discussed with careful reasoning or depth of understanding. The inaccuracies, lack of relevant detail, and failure to fully address the two questions posed in the assignment make this a weak response demonstrating a limited application of subject-matter knowledge and little understanding of the topic.

**SECOND SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #2**

After World War I, things pretty much returned to normal not too long after the war ended. When World War II ended, England, France, Russia, and the United States took control of the world from Germany and Japan, which had been the most important countries before the war.

Also, until the Great Depression, everything had been pretty good economically after World War I. That wasn't true after World War II, which was why the United States formed NATO to help the countries of Europe to get back on their feet.

As noted, World War I didn't have much of an effect at all, even on Europe. World War II was completely different. One reason was because so many of the major battles of the war took place in so many different parts of the world. There was nothing in World War I anything like the Battle of Midway that occurred in the Pacific Ocean during World War II. With all this fighting taking place in so many different places, it could not help but have a negative effect on how people lived all over the world.

Another change that happened because of World War II was communism. Before the war, communists were fringe groups that nobody paid a lot of attention to. But after the war communists took over Russia and China. And even though there were terrible dictators in both countries, communism kept spreading until President John Kennedy took the Russian missiles out of Cuba and went to Germany and said "Take down that wall" and spoke out against communism.

## ANALYSIS FOR SECOND WEAK RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #2

*This is an example of a weak response because it is characterized by the following:*

**Purpose:** The purpose of the assignment has been partially achieved. The response does discuss one change in the international balance of power and one way in which World War II precipitated change in major world regions, but the explanations are largely inaccurate and incomplete. In the first paragraph, the candidate mistakenly equates the postwar power of Great Britain and France with that of the United States and the Soviet Union, both of which emerged from the conflict with considerably more power than any other nations. The response also mentions German and Japanese power on the eve of World War II when it should have been discussing the global power structure immediately after World War I. In paragraph four, no effort is made to develop the observation about the ways in which World War II contributed to the rise of communism in China.

**Subject Matter Knowledge:** The response contains a number of factual errors that raise serious questions about the candidate's subject matter knowledge. In addition to the inaccurate statements about the international balance of power in paragraph one, the candidate confuses NATO with the Marshall Plan, mistakenly declares that no one paid much attention to communism before World War II, erroneously asserts that Russia did not become a communist state until after that conflict, and mistakenly attributes to President Kennedy a remark made by President Ronald Reagan, which is quoted incorrectly.

**Support:** Not only are a number of the supporting details contained in the response inaccurate, but the candidate fails to provide any specifics about the one development correctly identified as an important consequence of World War II: the rise of communism in China. Had the candidate done so, at least one element of the second part of the assignment would have been achieved.

**Rationale:** Because of the weakness of the subject matter knowledge and the inaccuracies in the support, the arguments put forward reflect a poorly reasoned understanding of the topic.

**FIRST SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #2**

Apart from reducing Germany's status for a time, World War I had little effect on the existing international balance of power. The situation was much different after World War II, which gave rise to an entirely new global order dominated by two superpowers: the United States and the Soviet Union. As tensions between the two nations increased in the postwar period, they became locked in a Cold War that would last for more than 40 years. Although the United States and the Soviet Union managed to avoid direct confrontation, their struggle for dominance would influence developments in such diverse places as Poland, China, Korea, Vietnam, Cuba, and parts of Africa.

Another important difference in the world situation after the two international conflicts concerned developments in colonized areas of Africa and Asia. With the exception of Germany, major colonial powers after World War I strengthened their hold on territories they had acquired during the Age of Imperialism. After World War II, Asian and African peoples formed independence movements that in most instances succeeded in overturning colonial rule. Thus, where Britain, France, and other imperial powers continued to control developments in large parts of Asia and Africa after World War I, competition among a host of newly independent states would determine power arrangements in those regions during the post-World War II period.

In addition to transforming the world power structure, World War II caused important changes in major world regions, including Eastern Europe and East Asia. Before the war, Eastern Europe consisted of various independent governments. During the conflict, Soviet forces occupied these countries. When the fighting stopped, many Red Army units did not return to the Soviet Union but stayed where they were. These countries, including the eastern half of Germany, would remain Soviet satellites until the late 1980s, when political changes within the Soviet Union prompted the withdrawal of Soviet forces.

World War II also caused major changes in East Asia. The best example there was China, whose nationalist government had maintained clear superiority over communist insurgents before 1937. This changed during the war, which seriously weakened the nationalists while enabling Mao Zedong's communists to establish strongholds in various parts of the country. Once the war ended, civil war resumed, and by 1949 communist forces had driven the nationalists from the mainland and taken over the government. As the newly formed People's Republic of China grew in strength during the following decades, it would have an ever greater influence on the world as well as the regional balance of power.

## ANALYSIS FOR FIRST STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #2

*This is an example of a strong response because it is characterized by the following:*

**Purpose:** The candidate fully achieves the purpose of the assignment by providing an accurate and informed discussion of two differences in the international balance of power after World War II compared with World War I and two ways in which World War II precipitated changes in major world regions.

**Subject Matter Knowledge:** The response demonstrates substantial understanding of how the rise of the United States and the Soviet Union as superpowers, and Asian and African decolonization, made the post-World War II international balance of power different from the post-World War I global power structure. The response also exhibits an accurate understanding of the relationship between World War II and important postwar developments in Eastern Europe and China. Informed references to major areas of Cold War tension, the Red Army in World War II, and Mao Zedong's role in the Chinese Revolution provide further evidence of the candidate's command of subject matter knowledge.

**Support:** The supporting details are relevant to the discussion and add depth to the response. A good example is the discussion of the history of European colonialism in paragraph two, which helps readers to understand why post-World War II decolonization marked such a clear break with the past in many parts of Asia and Africa. Similarly, information on the history of conflict between communist insurgents and the nationalist government in paragraph four provides important context for understanding the influence of World War II on the Chinese Revolution.

**Rationale:** Each part of the response is clear, accurate, and logical. The candidate explains why U.S. and Soviet achievement of superpower status and Asian and African decolonization reflected important changes in the global balance of power, and shows clearly how World War II contributed to major changes in two parts of the world.

**SECOND SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #2**

One major difference between the two world wars of the twentieth century was their effect on the global balance of power. Whereas there were no significant changes in the international power structure after World War I, the Western European countries that had largely controlled global affairs before World War II lost their dominant position as a result of that conflict. At the same time, war-related developments contributed to the rise of the United States as a superpower. Of the major combatants, it was the only country to come out of the war with its manufacturing base undamaged. As late as the 1950, Europe's leading nations still needed, and were still receiving, U.S. assistance.

Another important difference in the effect the two conflicts had on the international balance of power concerned East Asia. There Japan had been the major regional power since defeating China and Russia in separate wars in 1894 and 1904. After World War II, with its industrial base destroyed and U.S. forces occupying the country, Japan was in no position to resume this role. But neither was anyone else. It would be some decades before a resurgent Japan and the People's Republic of China would establish a new balance of power in the region.

Apart from its effect on global power relations, both the ideology and the devastation of World War II had an important influence on regions that had been dominated by European powers. For example, before the war France controlled Indo-China, an area comprising the present-day countries of Vietnam, Laos, and Cambodia. During World War II, Japanese forces removed French colonial officials from power. When France tried to reestablish authority in the region after the Japanese surrender, the indigenous population resisted. In the wake of World War II, the French people had little enthusiasm for colonial conquests, and in the ensuing war an independence movement led by Ho Chi Minh defeated the French and drove them from the region.

In India, Great Britain had been the dominant colonial power since the eighteenth century. Although the Indian independence movement had made some headway in its efforts to remove British rule before World War II, Britain remained firmly in control. After the war, a much-weakened Great Britain knew that it would face even greater pressure from Indian anticolonialists who had taken seriously the allies' wartime calls for freedom and national self-determination, and decided to accept the inevitable. Because of conflict between Hindus and Muslims within India, the agreement arranging for Britain's departure also divided the subcontinent into two separate nations--a Hindu India and a Muslim Pakistan. It was an arrangement that would trouble the region, and the world, for the next 60 years.

## ANALYSIS FOR SECOND STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #2

*This is an example of a strong response because it is characterized by the following:*

**Purpose:** The purpose of the assignment is fully achieved. The response directly addresses each part of the assignment and provides a good explanation of how Western European decline, U.S. achievement of superpower status, and Japan's defeat transformed the global balance of power. The response also furnishes a thorough discussion of the ways in which World War II contributed to important changes in Asia.

**Subject Matter Knowledge:** The subject matter knowledge demonstrated is substantial. Western Europe's loss of global dominance, the emergence of the United States as a superpower, and Japan's diminished position in East Asia affairs are described correctly. The candidate also provides an accurate description of decolonization in Southeast Asia and South Asia after World War II. Accurate references to Japan's earlier wars with China and Russia, the composition of French Indo-China, Ho Chi Minh's role in the Vietnamese independence movement, and Hindu-Muslim conflict in India provide further confirmation of the candidate's sound understanding of subject matter.

**Support:** The response is strengthened by the amount and quality of supporting details provided by the candidate. These include accurate descriptions of the comparative strength of the U.S. manufacturing base immediately after World War II, the reasons why Japan was unable to resume its role as the dominant power in East Asia following the war, the history of French colonialism in Southeast Asia and Japanese removal of French colonial officials during the war, and the effect of allied wartime ideology on the Indian independence movement.

**Rationale:** The response is ably reasoned and logically developed. The explanations of the global significance of Western European decline, U.S. attainment of superpower status, and Japan's defeat are all clearly presented. The response shows a solid understanding of how World War II influenced developments that resulted in the formation of independent governments in Southeast Asia and South Asia.

## PRACTICE TEST SCORE CALCULATION

The practice test score calculation is provided so that you may better gauge your performance and degree of readiness to take an MTEL test at an operational administration. Although the results of this practice test may be used as one indicator of potential strengths and weaknesses in your knowledge of the content on the official test, it is not possible to predict precisely how you might score on an official MTEL test.

The Sample Responses and Analyses for the open-response items may help you determine whether your responses are more similar to the strong or weak samples. The Scoring Rubric can also assist in estimating a score for your open responses. You may also wish to ask a mentor or teacher to help evaluate your responses to the open-response questions prior to calculating your total estimated score.

### How to Calculate Your Practice Test Score

Review the directions in the sample below and then use the blank practice test score calculation worksheet on the following page to calculate your estimated score.

#### SAMPLE

<b>Multiple-Choice Section</b>	
Enter the total number of multiple-choice questions you answered correctly:	<u>61</u>
Use Table 1 below to convert that number to the score and write your score in <b>Box A</b> :	<b>A:</b> <input style="width: 50px; text-align: center;" type="text" value="194"/>

<b>Open-Response Section</b>	
Enter the number of points (1 to 4) for your first open-response question:	<u>3</u>
Enter the number of points (1 to 4) for your second open-response question:	<u>3</u>
	=====
Add those two numbers (Number of open-response question points):	6
Use Table 2 below to convert that number to the score and write your score in <b>Box B</b> :	<b>B:</b> <input style="width: 50px; text-align: center;" type="text" value="50"/>

<b>Total Practice Test Score (Estimated MTEL Score)</b>	
Add the numbers in <b>Boxes A and B</b> for an estimate of your MTEL score:	<b>A + B =</b> <input style="width: 50px; text-align: center;" type="text" value="244"/>

Practice Test Score Calculation Worksheet: History

Table 1:

Number of Multiple-Choice Questions Correct	Estimated MTEL Score	Number of Multiple-Choice Questions Correct	Estimated MTEL Score
0 to 25	145	61 to 65	194
26 to 30	151	66 to 70	201
31 to 35	158	71 to 75	207
36 to 40	164	76 to 80	213
41 to 45	170	81 to 85	219
46 to 50	176	86 to 90	225
51 to 55	182	91 to 95	231
56 to 60	188	96 to 100	238

Table 2:

Number of Open-Response Question Points	Estimated MTEL Score
2	31
3	36
4	41
5	46
6	50
7	55
8	60

Print the form below to calculate your estimated practice test score.

**Multiple-Choice Section**

Enter the total number of multiple-choice questions you answered correctly:

Use Table 1 above to convert that number to the score and write your score in **Box A**:

A:

**Open-Response Section**

Enter the number of points (1 to 4) for your first open-response question:

Enter the number of points (1 to 4) for your second open-response question:

=====

Add those two numbers (Number of open-response question points):

Use Table 2 above to convert that number to the score and write your score in **Box B**:

B:

**Total Practice Test Score (Estimated MTEL Score)**

Add the numbers in **Boxes A and B** for an estimate of your MTEL score:

A + B =