6th Grade Social Studies

Chapter 4: *i*LEAP Social Studies, Grade 6

This section describes the overall design of the *i*LEAP Social Studies test to be administered to students in grade 6. Test specifications and sample test questions are provided so that teachers may align classroom practices with the state assessment.

Test Structure

The Social Studies test consists of one part and is administered in a single day.

The Social Studies test is a criterion-referenced test (CRT) that includes items based entirely on Louisiana's social studies content standards. These items are aligned with Louisiana's Grade-Level Expectations (GLEs) and were developed specifically for Louisiana.

Item Types

The test has forty (40) multiple-choice items.

The multiple-choice items consist of an interrogatory stem and four answer options. These items assess knowledge, conceptual understanding, and application of skills presented in the GLEs. Items will be intermingled across strands, not arranged into separate sections by strand.

To maximize the meaningfulness of multiple-choice items, questions are typically cast in a practical problem-solving context, referring to a single stimulus (e.g., a map) or to a description of a single scenario. The reading difficulty level of test questions is minimized to the extent possible (except for necessary terms) so that students' reading ability does not interfere with their ability to demonstrate their social studies knowledge and skills.

Description of the Social Studies Test

The Social Studies test was developed specifically for Louisiana. Committees of Louisiana educators reviewed all items for content and alignment with Louisiana's standards, benchmarks, and GLEs. Separate committees reviewed the items for potential bias and sensitive material.

The Social Studies test is **untimed.** About one hour (60 minutes) is the suggested time to allow students to answer the questions.

The grade 6 test assesses two of the four social studies strands delineated in the Louisiana Comprehensive Curriculum (LCC) and the Louisiana Social Studies Framework: Geography and History.

History

The GLEs for grade 6 focus on a comprehensive study of world history from the beginnings of human activity through the fifteenth century and the period of intensified hemispheric interaction. Students learn about the rise of agriculture and early civilizations, the accomplishments and influence of such classical civilizations

as Greece and the Roman Empire, the elements and spread of major religions, and the influences that led to the Renaissance, the Reformation, and the Age of Exploration. Students continue to employ historical thinking skills in understanding and analyzing world history.

<u>Geography</u>

The study of world history is integrally linked with the secondary focus of geography. The GLEs for grade 6 set expectations for students to use geographic information, tools, and concepts in learning about human settlement and migration, cultural diffusion, the effect of the physical environment on human activity, and the distribution and role of natural resources in world history.

Students are also expected to apply economics concepts throughout their study of world history, while civics concepts are specifically addressed in their study of ancient Greece and the Roman Empire.

Description of Stimulus Material

The test will incorporate **at least one each** of the following types of stimulus material:

- A map or illustration of a globe showing political divisions (e.g., states, countries), geographical features (e.g., topography, bodies of water), or variations in climate, vegetation, population density, etc.

- A table or graph presenting numerical data to be read or interpreted (e.g., a pictograph or a pie or bar graph showing the breakdown of natural resources in a region or a line graph showing rates of change over time)

- A timeline, chart, illustration, or graphic organizer (e.g., a web showing the relationship between world religions, a diagram showing the structure of the feudal system, or a timeline outlining the major accomplishments of a ruler)

- An excerpt or article from a newspaper or a magazine or a similar piece written expressly for the test

- An excerpt from such primary sources as historical documents (e.g., the Magna Carta, the U.S. Constitution, the Code of Hammurabi), quotes and speeches, writings, journals, and autobiographies of major historical figures

- An excerpt from such secondary sources as reference books, literature, encyclopedias, artifacts, and nonfiction books about cultural, geographical, historical, political, or economic themes

Scoring Information

The *i*LEAP Social Studies test contains multiple-choice items only. These items have four response options (A, B, C, D) and are scored right or wrong. Correct answers receive a score of 1; incorrect answers receive a score of 0.

Social Studies Test Specifications

Table 4.1 provides the test specifications for the grade 6 *i*LEAP Social Studies assessment.

Table 4.1: Grade 6 Social Studies Test Specifications

Strand/Category	% of Total Points
Geography A. The World in Spatial Terms B. Places and Regions C. Physical and Human Systems D. Environment and Society	28
History A. Historical Thinking Skills B. World History	72
Total	**100**

Strands, Benchmarks, and GLEs Assessed

Louisiana's social studies content standards encompass four strands: Geography, Civics, Economics, and History. At grade 6, only two strands are taught and assessed: Geography and History. Each benchmark within a standard delineates what students should know and be able to do at the end of a grade cluster.

Strand G: Geography—Physical and Cultural Systems
> **Standard:** Students develop a spatial understanding of Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

Strand H: History—Time, Continuity, and Change
> **Standard:** Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

The GLEs for Social Studies further define the knowledge and skills students are expected to master by the end of each grade level or high school course. The GLEs for each grade are developmentally appropriate and increase in complexity to build the knowledge and skills that students need. For example, the prekindergarten GLE "demonstrate an awareness of time" begins the development of the concept "interpret data represented in a timeline to identify change and continuity in world civilizations." In subsequent grades, GLEs build on this historical thinking skills concept.

Most of the grade 6 GLEs are eligible for assessment on the *i*LEAP Social Studies test. Some, however, do not lend themselves to testing on a statewide assessment in multiple-choice format. For the Civics and Economics strands, GLE numbers 11, 12, 13, and 14 are not directly measured by questions in the grade 6 *i*LEAP. In addition, GLE numbers 15, 17, 18, 20, and 21 focus on historical thinking skills that require students to use outside resources unavailable during the test; therefore they cannot be assessed in a multiple-choice format. Finally, in accordance with the Comprehensive Curriculum, GLE numbers 45, 46, 47, 48, 49, 50, and 52 may not be taught prior to the spring test administration and therefore will not be assessed. It is important, however, that the skills represented by these GLEs are taught at this grade level to prepare students for classroom assessment purposes as well as the grade 8 LEAP test.

Explanation of Codes:

GLEs are numbered consecutively in each grade level and grouped by strand and thematic category. For example:

<u>**Strand**</u>:   Geography
<u>**Categories**</u>:   A. The World in Spatial Terms
                B. Places and Regions
                C. Physical and Human Systems
                D. Environment and Society

Benchmarks are organized into three or four thematic categories within each strand: Geography, Civics, Economics, and History. These categories (e.g., Places and Regions, or Historical Thinking Skills) provide further content definition by highlighting the underlying themes within the domain of each strand.

Benchmarks are coded by strand, standard, category, and grade cluster (E, M, H). The first term in the code always refers to the strand. The second term gives the standard number and category. The third term indicates the grade cluster and benchmark number. The fourth part indicates the GLE number.

Table 4.2 provides two examples of benchmark codes.

Table 4.2: Examples of Social Studies Codes

Code	Translation
G-1B-E1-16	Geography, Standard 1, Category B, Elementary Benchmark 1, GLE 16
H-1A-H3-9	History, Standard 1, Category A, High School Benchmark 3, GLE 9

Key Concepts for the Grade 6 Assessment

The key concepts are provided to guide teachers in their classroom instruction as it relates to the assessment. These concepts describe important content emphasis regarding the knowledge and skills eligible for assessment of each strand.

Geography

The World in Spatial Terms
- Lines of latitude (parallels) and lines of longitude (meridians) to locate or compare points on a map or representation of a globe
- Cardinal directions and intermediate directions—*NE, NW, SE, SW*
- The equator and prime meridian

Places and Regions
- Land and climatic conditions conducive to human settlement—*e.g., fresh water, fertile soil, mild climate, location near body of water*
- Role of slash-and-burn farming
- Physical features that have influenced world historical events—*e.g., Nile River, Tigris and Euphrates Rivers ("Land between Two Rivers"), Red Sea, Sahara Desert, Indus River, Alps Mountains, Sinai Peninsula, Himalaya Mountains, Gobi Desert, Bering land bridge*
- Cultural goals and interests, inventions, and technological advances that have affected people's perception and use of world regions—*e.g., spread of the Islamic Empire, religious conflict in Jerusalem and Israel, development in the Fertile Crescent, agricultural innovations such as terrace farming and the plow*

Physical and Human Systems
- Reasons for early migrations—*e.g., search for sources of food and water, severe climate changes such as flood or drought, increased opportunity for trade, escape from religious or political persecution*
- Physical features that have discouraged migrations of peoples—*e.g., mountains, deserts, waterfalls*
- Historical migration routes
- Factors that have made cultural diffusion possible—*e.g., trade by the Phoenicians and spread of their alphabet, spread of the Islamic Empire*
- Historical events and trade routes that led to the distribution of culture—*e.g., European exploration, Crusades, Silk Road, Constantinople, Mediterranean Sea*
- Trade of goods and services that encouraged economic interdependence among ancient civilizations—*e.g., cotton, papyrus, silk, wood, spices, pottery, ivory, copper*
- Ancient centers of trade—*e.g., Mycenae, Egypt, China, Mediterranean nations, Mesopotamia, Indus River Valley*
- Political borders established by ancient civilizations—*e.g., natural boundaries such as deserts, bodies of water and mountains, and man-made boundaries such as walls*

Environment and Society
- Effect of physical environments on human activity in ancient civilizations—*e.g., flood plains, deserts, rain forests*
- Human adaptations of physical environment—*e.g., levees and dams, irrigation, canals, trading, growing crops native to environment*
- Characteristics of hunter-gatherers and desert nomads

History

Historical Thinking Skills
- Interpret chronology of dates as presented on vertical and horizontal timelines
- Understand that data presented in a timeline represents elapsed time between and within elapsed time periods
- Describe change and continuity over time
- Identify and interpret primary source material—*e.g., quotes, literature, artifacts*
- Distinguish the difference between a primary and secondary source

World History
- Hunter-gatherer societies—*e.g., wandering and nomadic lifestyle, types of food hunted, use of animals for clothing and shelter*
- Building materials used by early civilizations—*e.g., Mesopotamia, Native Americans*
- Development of early tools and materials used to create them
- Natural resources important to the development of agriculture in early civilizations—*e.g., availability of fresh water supply, rich soil, temperate climate*
- Physical barriers that provided ancient civilizations protection
- Development of agricultural societies from hunters and gatherers—*e.g., domestication and cultivation, Agricultural Revolution, shortage of available food*
- Reasons for the domestication of plants and animals
- Major climatic changes which led to domestication
- Location and characteristics of major river systems—*e.g., Tigris and Euphrates Rivers, Indus River, Nile River, Huang-He River ("River of Sorrows")*
- Characteristics of the major early river valley civilizations
    - Mesopotamia—*e.g., ziggurats, Code of Hammurabi, Sumerian city-states, cuneiform*
    - Egypt—*e.g., rule by pharaohs, pyramids and mummification, hieroglyphics, irrigation methods, papyrus*
    - Indus Valley—*e.g., planned cities of Mohenjo-Daro and Harappa, monsoon winds, agricultural society, caste system*
    - China—*e.g., ideographs, warrior class, Mandate of Heaven/ rule by dynasty, silk*
- Trade of goods and spread of ideas between early river valley civilizations
- Development of agricultural societies in Southwest Asia, the Mediterranean Basin, and temperate Europe—*e.g., methods of food storage, agricultural developments such as irrigation techniques and the plow and their impact, increase of structured governments and defined leaders*

- Military migrations and invasions in Europe and Asia—*e.g., Spartans, Hyskos, Aryans, Hittites, Dorians*
- Origins and influence of the Hittite, Minoan, and Mycenaean civilizations
- Introduction of iron tools and weapons in Southwest Asia and the Mediterranean region—*e.g., metal plow, increased military activity*
- Phoenician trade in the Mediterranean Basin—*e.g., important trading partners such as Egypt and Greece, exchange of goods and information such as phonetic alphabet, indigo dye and cloth, nautical and shipbuilding skills*
- Forms of writing developed in early civilizations—*e.g., Greek alphabet, Egyptian hieroglyphics, Chinese symbols, Indus Valley pictographs*
- Cultural achievements of Greece—*e.g., establishment of direct democracy in Athens, architecture, polis, literature such as epic poems and plays*
- Alexander the Great—*e.g., education and ancestry, expansion of the Greek empire through military conquests (location and methods), spread of Greek culture into Asia*
- Influence of Greek ideas about democracy on the Roman Republic and their impact on the founders of the United States
- Key characteristics of classical civilizations—*e.g., accomplishments in science and engineering, architecture, major goods traded, writing system, language, religious beliefs*
- Compare and contrast the major religions that emerged in the Mediterranean Basin, China, and India (Islam, Judaism, Christianity, Buddhism, Hinduism)—*e.g., location, key beliefs, holy books, holy sites, leaders and founders, common moral beliefs, symbols*
- Spread of major religions and cultural traditions—*e.g., spread of Islamic empire and Christianity, Emperor Constantine, effect of Roman Crusades, Jewish migration*
- Effect of major religions on European, Asian, and African civilizations—*e.g., influence of Roman Catholic Church in medieval Europe, architecture of places of worship, religious motivation for European explorations, caste system of India*
- Developments brought about by the emergence and collapse of major kingdoms prior to A.D. 1000—*e.g., divide of the Roman Empire, romance languages, Goths, expansion of Arabic culture*
- Major events, key figures, and social structure of the Early Middle Ages—*e.g., feudalism (vassals, serfs, knights, priests, lords, manors), effects of the plague, fall of Rome, accomplishments of Charlemagne*
- Major innovations in shipbuilding, navigation, and naval warfare—*e.g., cannon, telescope, magnetic compass, astrolabe, lateen sail, frigate, galleon, caravel*
- Accomplishments of Prince Henry the Navigator

Grade 6 Social Studies Standards, Benchmarks, and GLEs

The following chart presents **all** grade 6 Social Studies standards, benchmarks, and GLEs.

GRADE 6
SOCIAL STUDIES STANDARDS, BENCHMARKS, AND GLEs

Geography—Physical and Cultural Systems: Students develop a spatial understanding of Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

A. The World in Spatial Terms

Benchmarks	Grade-Level Expectations
G-1A-M1: identifying and describing the characteristics, functions, and applications of various types of maps and other geographic representations, tools, and technologies	
G-1A-M2: interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns	1. Use latitude and longitude to determine direction or locate or compare points on a map or representation of a globe (G-1A-M2)
G-1A-M3: organizing and displaying information about the location of geographic features and places by using mental mapping skills	

B. Places and Regions

Benchmarks	Grade-Level Expectations
G-1B-M1: explaining and analyzing both the physical and human phenomena associated with specific places, including precipitation and settlement patterns	2. Identify land and climatic conditions conducive to human settlement in regions of the world and describe the role of these conditions (G-1B-M1)
G-1B-M2: identifying and describing significant physical features that have influenced historical events	3. Identify physical features that influenced world historical events and describe their influence (e.g., the Nile and Tigris-Euphrates as "cradles of civilization") (G-1B-M2)
G-1B-M3: identifying criteria used to define regions and explaining how and why regions change	
G-1B-M4: describing and explaining how personal interests, culture, and technology affect people's perceptions and uses of places and regions	4. Explain ways in which goals, cultures, interests, inventions, and technological advances have affected people's perceptions and uses of places or regions in world history (G-1B-M4)

C. Physical and Human Systems

Benchmarks	Grade-Level Expectations
G-1C-M1: predicting and explaining how physical features help to shape patterns and arrangements in the physical environment	
G-1C-M2: identifying key demographic concepts and using these concepts to analyze the population characteristics of a country or region	

G-1C-M3: describing the characteristics and patterns of human settlement in different regions of the world and analyzing the impact of urbanization	
G-1C-M4: analyzing types, patterns, and effects of human migration over time	5. Explain reasons for different patterns of migration among early peoples (G-1C-M4)
G-1C-M5: tracing local and worldwide patterns of cultural diffusion and analyzing their causes and effects	6. Explain factors or events that have facilitated cultural diffusion (e.g., the Silk Road, Crusades) (G-1C-M5)
G-1C-M6: comparing historical and contemporary patterns of economic interdependence	7. Describe the economic interdependence among various ancient civilizations (G-1C-M6)
G-1C-M7: explaining how cooperation and conflict among people contribute to the political divisions on Earth's surface	8. Explain how ancient civilizations established and maintained political boundaries (G-1C-M7)
D. Environment and Society	
G-1D-M1: analyzing and evaluating the effects of human actions upon the physical environment	
G-1D-M2: explaining and giving examples of how characteristics of different physical environments affect human activities	9. Explain how different physical environments affected human activity in ancient civilizations (G-1D-M2)
G-1D-M3: analyzing the worldwide distribution and utilization of natural resources	10. Analyze world or regional distribution of natural resources in terms of the need to import or the capacity to export (G-1D-M3)
G-1D-M4: identifying problems that relate to contemporary geographic issues and researching possible solutions	
Civics—Citizenship and Government: Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.	
A. Structure and Purposes of Government	
There are no Grade-Level Expectations for benchmarks in grade 6 for this category.	
B. Foundations of the American Political System	
C-1B-M1: explaining the essential ideas and historical origins of American constitutional government	11. Identify the essential elements of Greek and Roman government that would later influence the U.S. government (C-1B-M1)
C-1B-M2: identifying and describing the historical experiences and the geographic, social, and economic factors that have helped to shape American political culture	
C-1B-M3: explaining the meaning and importance of basic principles of American constitutional democracy as reflected in core documents	
C-1B-M4: analyzing the ways in which political and social conflict can be peacefully resolved	
C-1B-M5: analyzing democratic processes used to institute change	

Benchmarks	Grade-Level Expectations
C-1B-M6: analyzing the importance of political parties, campaigns, and elections in the American political system	

C. International Relationships	
There are no Grade-Level Expectations for benchmarks in grade 6 for this category.	

D. Roles of the Citizen	
There are no Grade-Level Expectations for benchmarks in grade 6 for this category.	

Economics—Interdependence and Decision Making: Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

A. Fundamental Economic Concepts	
Benchmarks	**Grade-Level Expectations**
E-1A-M1: describing how the scarcity of resources necessitates decision making at both personal and societal levels	
E-1A-M2: analyzing consequences of economic decisions in terms of additional benefits and additional costs	
E-1A-M3: analyzing the consequences and opportunity cost of economic decisions	
E-1A-M4: analyzing the role of specialization in the economic process	12. Explain the role of expanding specialization in the development of world civilizations (E-1A-M4)
E-1A-M5: giving examples of how skills and knowledge increase productivity and career opportunities	
E-1A-M6: describing the essential differences in the production and allocation of goods and services in traditional, command, and market systems	
E-1A-M7: describing the various institutions, such as business firms and government agencies, that make up economic systems	
E-1A-M8: differentiating among various forms of exchange and money	13. Identify the functions and characteristics of money (e.g., money as a store of value) and compare barter exchange to money exchange (E-1A-M8)
E-1A-M9: using economic concepts to help explain historic and contemporary events and developments	14. Use economic concepts (e.g., supply and demand, interdependence) to describe the economic motivations for expanding trade and territorial domination in world history (E-1A-M9)

B. Individuals, Households, Businesses, and Governments	
There are no Grade-Level Expectations for benchmarks in grade 6 for this category.	
C. The Economy as a Whole	
There are no Grade-Level Expectations for benchmarks in grade 6 for this category.	
History—Time, Continuity, and Change: Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.	

A. Historical Thinking Skills	
Benchmarks	**Grade-Level Expectations**
H-1A-M1: describing chronological relationships and patterns	15. Construct a timeline of key developments in world history (political, social, technological, religious/cultural) (H-1A-M1) 16. Interpret data presented in a timeline to identify change and continuity in world civilizations (H-1A-M1)
H-1A-M2: demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred	17. Describe the defining characteristics of major world civilizations from political, social, and economic perspectives (H-1A-M2)
H-1A-M3: analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history	18. Describe the causes, effects, or impact of a given historical development or event in world civilizations (H-1A-M3)
H-1A-M4: analyzing historical data using primary and secondary sources	19. Use multiple primary and secondary sources to describe world civilizations (H-1A-M4)
H-1A-M5: identifying issues and problems from the past and evaluating alternative courses of action	20. Identify historical issues or problems in world civilizations and discuss how they were addressed (H-1A-M5)
H-1A-M6: conducting research in efforts to answer historical questions	21. Conduct historical research using a variety of resources to answer historical questions related to world civilizations (H-1A-M6)
B. United States History	
There are no Grade-Level Expectations for benchmarks in grade 6 for this category.	
C. World History	
H-1C-M1: describing the earliest human communities	22. Describe features of the earliest communities (e.g., shelter, food, clothing) (H-1C-M1) 23. Describe hunter-gatherer societies, including the development of tools and the use of fire (H-1C-M1)

H-1C-M2: explaining the emergence of agricultural societies around the world	24. Explain how geographical features influenced development of early civilizations (e.g., domestication, cultivation, specialization) (H-1C-M2)
	25. Explain why agricultural societies developed from hunters and gatherers (H-1C-M2)
	26. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing (H-1C-M2)
H-1C-M3: identifying the major characteristics of early civilizations in Mesopotamia, Egypt, and the Indus valley	27. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations in Mesopotamia, Egypt, China, and the Indus valley (H-1C-M3)
	28. Describe the major characteristics of early river valley civilizations (H-1C-M3)
H-1C-M4: tracing the development and expansion of agricultural societies and the emergence of new states	29. Describe how early river civilizations influenced the development of other cultures through trade and cultural diffusion (H-1C-M4)
	30. Describe the development of agricultural societies and individual communities in Southwest Asia, the Mediterranean Basin, and temperate Europe, including the role of plow technology (H-1C-M4)
H-1C-M5: analyzing the political, social, and cultural consequences of population movements and militarization in Europe and Asia	31. Identify the effects of migration and militarization on the politics and social fabric of Europe and Asia (H-1C-M5)
	32. Analyze the origins and influence of the Hittite, Minoan, and Mycenaean civilizations (H-1C-M5)
H-1C-M6: discussing and giving examples of technological and cultural innovation and change	33. Explain the significance of the introduction of iron tools and weapons in Southwest Asia and the Mediterranean region (H-1C-M6)
	34. Explain the significance of Phoenician trade in the Mediterranean Basin (H-1C-M6)
	35. Identify forms of writing developed in early civilizations and discuss how written records changed political, legal, religious, and cultural life (H-1C-M6)
H-1C-M7: describing the classical civilizations and examining their interactions and influences	36. Describe the development of the Greek city-states, the cultural achievements of Athens, and the impact of Alexander the Great's conquests (H-1C-M7)
	37. Explain the sharing of ideas, goods, and services through trade between the Greek and Roman civilizations, and the influence of those civilizations on other cultures (H-1C-M7)
	38. Describe and compare/contrast the key characteristics of classical civilizations (e.g., Greek, Roman, Persian, Chinese) (H-1C-M7)

H-1C-M8: describing and comparing the emergence of major religions and large-scale empires in the Mediterranean Basin, China, and India	39. Identify the major new religions and relate them to the empires that emerged in the Mediterranean Basin, China, and India (i.e., Christianity, Hinduism, Buddhism, Islam) (H-1C-M8) 40. Compare and contrast the major religions in terms of leaders, key beliefs, and location (H-1C-M8)
H-1C-M9: tracing the expansion of major religions and cultural traditions and examining the impact on civilizations in Europe, Asia, and Africa	41. Trace the spread of major religions and cultural traditions (e.g., the migration of Jews, spread of Christianity, expansion of Islamic rule) (H-1C-M9) 42. Identify the effect that the major religions have had on European, Asian, and African civilizations (H-1C-M9)
H-1C-M10: analyzing the political, social, and cultural developments and changes that resulted from the rise and fall of empires and kingdoms in Europe, Asia, Africa, and the Americas	43. Describe the changes and developments brought about by the emergence and collapse of major empires/kingdoms in Europe, Asia, Africa, and the Americas prior to A.D. 1000 (H-1C-M10) 44. Describe major events, key figures, and social structure of the Early Middle Ages (e.g., the fall of Rome, Charlemagne, feudalism) (H-1C-M10)
H-1C-M11: analyzing the cultural and economic impact of the interregional system of communication and trade that developed among the peoples of Europe, Asia, and Africa	45. Identify effects of exploration and trade on the economic and cultural development of Europe, Africa, and Asia prior to 1500 (H-1C-M11) 46. Explain how communication among regions was accomplished between A.D 1000 and 1500 (H-1C-M11)
H-1C-M12: explaining the developments and events that led to the political, social, cultural, and economic transformation of Europe	47. Explain how and why Europe changed politically, socially, culturally, or economically during the period of intensified hemispheric interactions (H-1C-M12) 48. Describe the major contributing factors that led to the Renaissance (H-1C-M12) 49. Describe the major contributing factors that would lead to the Reformation (H-1C-M12)
H-1C-M13: describing the development and expansion of complex societies and empires in the Americas	
H-1C-M14: explaining the political, cultural, and economic developments and trends of major world regions that resulted in the transformation of societies in the fifteenth through the mid-eighteenth centuries	50. Explain the major social, economic, political, and cultural features of European, African, and Asian societies that stimulated exploration and colonization (H-1C-M14) 51. Identify major technological developments in shipbuilding, navigation, and naval warfare, and trace the cultural origins of various innovations (H-1C-M14) 52. Describe the major achievements of the early Renaissance in Europe, including the impact of innovations in printing (H-1C-M14)

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H-1C-M15: determining and discussing the impact of the political, agricultural, and industrial revolutions on societies around the world	
H-1C-M16: describing the transformation of world societies that occurred during an era of global trade and Western domination	
H-1C-M17: identifying the causes and worldwide consequences of major twentieth century conflicts	
H-1C-M18: identifying and discussing significant political, economic, social, cultural, and technological trends that have had an impact on the modern world	
D. Louisiana History	
There are no Grade-Level Expectations for benchmarks in grade 6 for this category.	

Sample Test Items: Grade 6 Social Studies

Geography
The World in Spatial Terms
GLE 1—*Use latitude and longitude to determine direction or locate or compare points on a map or representation of a globe (G-1A-M2)*

Use this map to answer question 1.

World Map
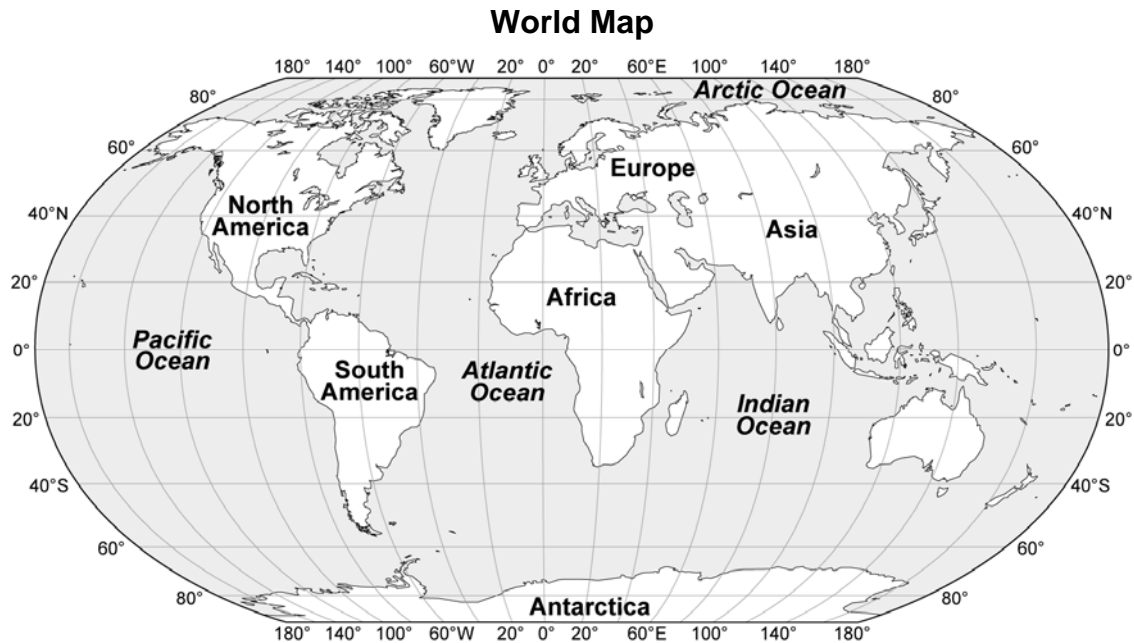
1   A ship is at 20˚ south latitude and 80˚ east longitude. Which **best** describes the location of the ship?

    A   in the middle of the Indian Ocean
    B   off the west coast of Africa
    C   off the west coast of South America
    D   in the middle of the Arctic Ocean

Correct response: A

Match to GLE: This item asks students to identify a region, given its latitude and longitude. Other grade 6 iLEAP items that measure this GLE may ask students to compare different locations or identify the latitude and/or longitude of a map location.

Geography
Places and Regions
GLE 2—*Identify land and climatic conditions conducive to human settlement in regions of the world and describe the role of these conditions (G-1B-M1)*

2   Many early civilizations were called *riverine* cultures because they developed near rivers. How did the rivers contribute to the survival of these civilizations?

   A   They were a power source for mechanical devices such as waterwheels.
   B   They provided a route for transporting goods to other civilizations.
   C   They provided a fresh water supply and rich soil for growing food.
   **D**   They formed protective barriers around civilizations.

Correct response: C

Match to GLE: This item asks students to explain the significance of rivers to early civilizations. Other grade 6 iLEAP items that measure this GLE may relate to other land or climatic conditions and their roles.

Geography
Places and Regions
GLE 3—*Identify physical features that influenced world historical events and describe their influence (e.g., the Nile and Tigris-Euphrates as "cradles of civilization") (G-1B-M2)*

Use this map to answer question 3.

Mesopotamia, 2500 B.C.
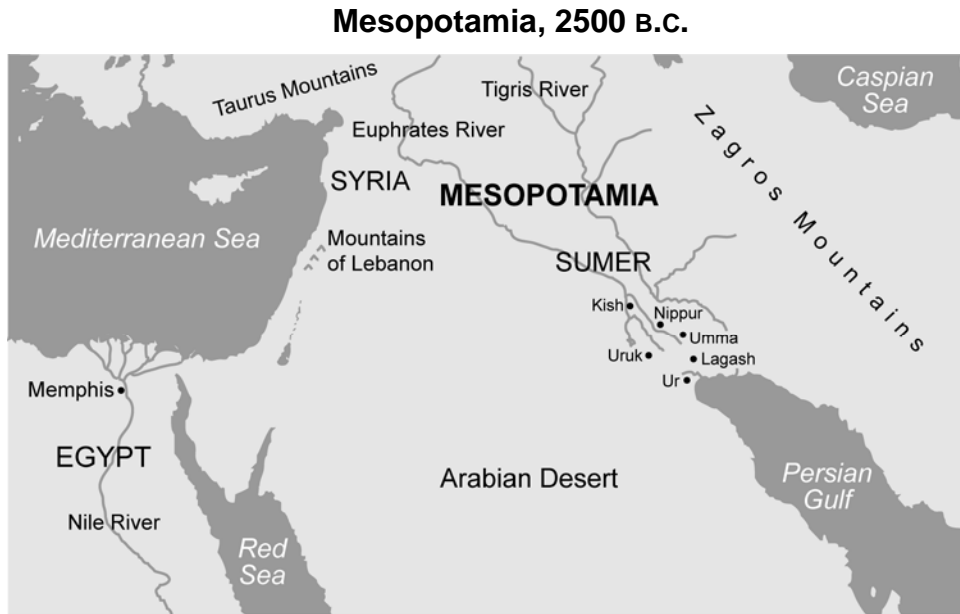
3   Which two geographical features **most likely** provided fertile land that gave rise to multiple city-states in the Mesopotamia region?

    A   Euphrates River and Tigris River
    B   Persian Gulf and Arabian Desert
    C   Mediterranean Sea and Red Sea
    D   Zagros Mountains and Caspian Sea

Correct response: A

Match to GLE: This item relates to the importance of the Tigris and Euphrates rivers to the rise of civilization. Other grade 6 iLEAP items that measure this GLE may relate to other physical features and their influence on history.

Geography
Places and Regions
GLE 4—*Explain ways in which goals, cultures, interests, inventions, and technological advances have affected people's perceptions and uses of places or regions in world history (G-1B-M4)*

4   Which activity made it easier for rulers to control large areas of land in ancient China?

      A   the use of paper money
      B   the spread of Buddhism
      C   the creation of a feudal system
   **D**   the invention of the wheelbarrow

Correct response: C

Match to GLE: This item focuses on a social system that allowed rulers to control larger areas of land. Other grade 6 iLEAP items that measure this GLE may relate to other connections between humans and the land they occupy.

Geography
Places and Regions
GLE 4—*Explain ways in which goals, cultures, interests, inventions, and technological advances have affected people's perceptions and uses of places or regions in world history (G-1B-M4)*

Use this picture to answer question 5.
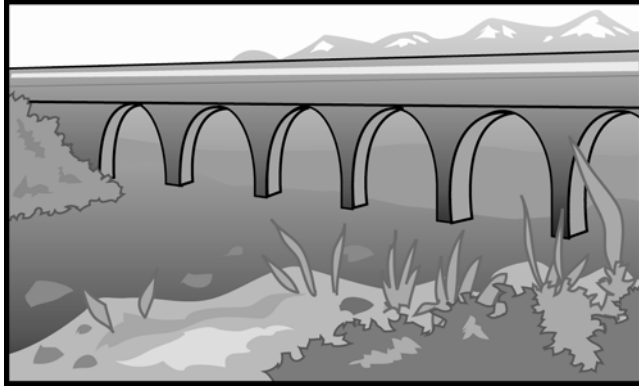
5   This picture shows an ancient Roman aqueduct. Aqueducts brought water from the mountains to lower elevations.

How did the use of aqueducts affect settlement in early Roman civilizations?

A Farmers were able to keep their crops watered.
B Fresh water attracted settlers from other civilizations.
C People who lived in dry areas had access to fresh water.
D Every family was able to have a private bath in its home.

Correct response: C

Match to GLE: This item focuses on a technological advance that allowed humans to live farther from natural sources of fresh water. Other grade 6 iLEAP items that measure this GLE may relate to other connections between humans and the land they occupy.

Geography
Physical and Human Systems
GLE 5—*Explain reasons for different patterns of migration among early peoples (G-1C-M4)*

Use this information to answer question 6.

Reasons for Migration

A. Push factors
    1. Poverty
    2. Political unrest

B. Pull factors
    1. Better jobs
    2. _____

6   Maria is making an outline for a school paper. Which factor **best** completes her outline?

    A Drought
    B Civil war
    C Overpopulation
    D Religious freedom

Correct response: D

Match to GLE: This item focuses on general "push" and "pull" factors that can influence migration. Other grade 6 iLEAP items that measure this GLE may relate to specific human migrations throughout history.

Geography
Physical and Human Systems
GLE 6—*Explain factors or events that have facilitated cultural diffusion (e.g., the Silk Road, Crusades) (G-1C-M5)*

7   Which outcome was a result of the medieval Crusades?

    A   peace between Christians and Muslims
    B   European advances in science and architecture
    C   the spread of Christianity throughout the Middle East
    D   greater knowledge of European geography among Muslims

Correct response: B

Match to GLE: This item examines the Crusades as a means of cultural diffusion. Other grade 6 iLEAP items that measure this GLE may relate to other factors or events in history.

Geography
Physical and Human Systems
GLE 6—*Explain factors or events that have facilitated cultural diffusion (e.g., the Silk Road, Crusades) (G-1C-M5)*

8   Which early civilization spread the use of a simple alphabet as it traded with other peoples?

    A   the Chinese
    B   the Egyptian
    C   the Harrappan
    D   the Phoenician

Correct response: D

Match to GLE: This item examines trade as a means of cultural diffusion. Other grade 6 iLEAP items that measure this GLE may relate to other factors or events in history.

Geography
Places and Regions
GLE 7—*Describe the economic interdependence among various ancient civilizations (G-1C-M6)*

9   Which statement describes the relationship between China and the Middle East in the 8th century A.D.?

A   Chinese and Middle Eastern civilizations traded with each other along the Silk Road.
B   Chinese and Middle Eastern civilizations fought many wars against each other.
C   Chinese and Middle Eastern civilizations practiced the same religion.
D   Chinese and Middle Eastern civilizations spoke the same languages.

Correct response: A

Match to GLE: This item examines the economic relationship between ancient China and the Middle East. Other grade 6 iLEAP items that measure this GLE may relate to other ancient civilizations and their economic interdependence.

Geography
Physical and Human Systems
GLE 8—*Explain how ancient civilizations established and maintained political boundaries (G-1C-M7)*

10   What was the **main** purpose of the Great Wall of China?

A   to create a boundary between China and its neighbors
B   to serve as an observatory for astronomers and scientists
C   to protect China from earthquakes and other natural disasters
D   to spread the ideas of Chinese civilizations to the rest of the world
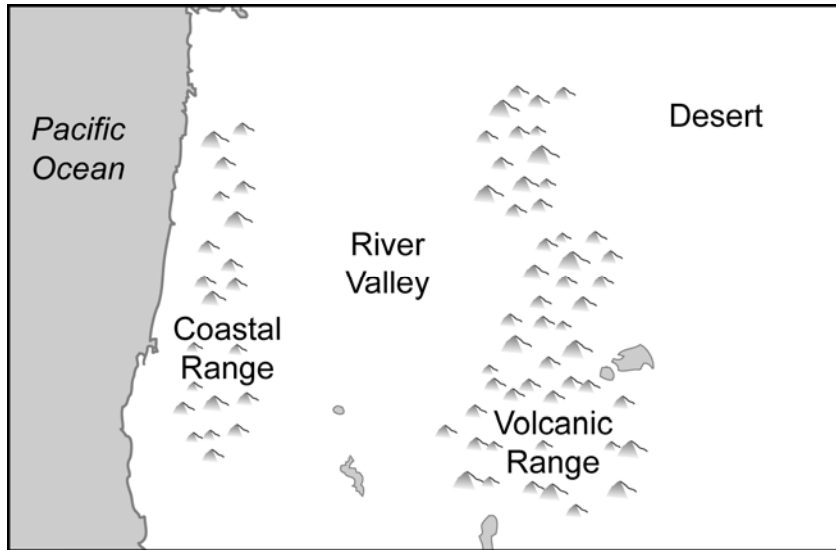
Correct response: A

Match to GLE: This item asks students to identify the purpose of the Great Wall of China. Other grade 6 iLEAP items that measure this GLE may relate to other ways that ancient civilizations established and maintained boundaries.

Geography
Environment and Society
GLE 9—*Explain how different physical environments affected human activity in ancient civilizations (G-1D-M2)*

Use this map to answer question 11.

11   This map shows the geography of present-day Oregon. Which region would have **best** supported an early Native American farming civilization?

   A   desert
   B   river valley
   C   coastal range
   D   volcanic range

Correct response: B

Match to GLE: This item asks students to examine the connection between farming and physical environment in North America. Other grade 6 iLEAP items that measure this GLE may relate to other human activities and other parts of the world.

History
Historical Thinking Skills
GLE 16—*Interpret data presented in a timeline to identify change and continuity in world civilizations (H-1A-M1)*

Use this timeline to answer question 12.
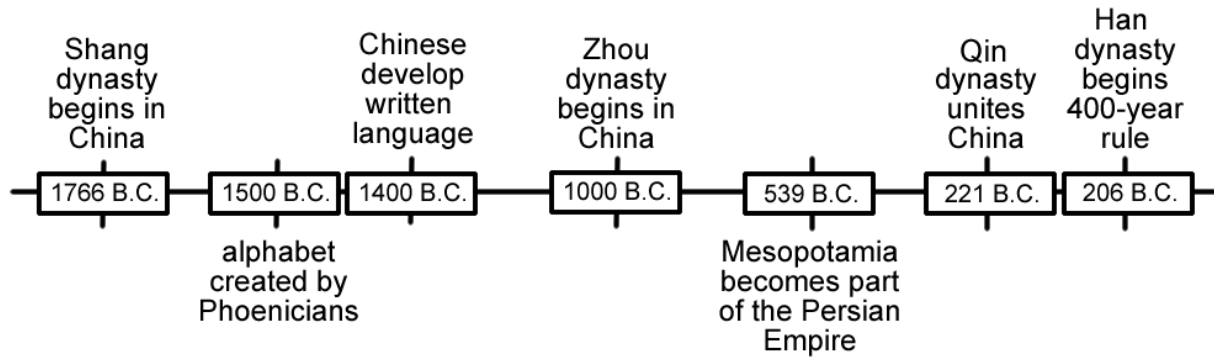
12   Which statement is supported by information in the timeline?

   A   China developed an alphabet before the Phoenicians.
   B   The Shang dynasty ruled after the Qin dynasty.
   C   The Zhou dynasty ruled before the Han dynasty.
   D   China united before it developed a written language.

Correct response: C

Match to GLE: This item measures students' ability to infer the order of events from a timeline. Other grade 6 iLEAP items that measure this GLE may ask students to interpret timelines in other ways.

History
Historical Thinking Skills
GLE 19—*Use multiple primary and secondary sources to describe world civilizations (H-1A-M4)*

Use this passage to answer question 13.

> "Our constitution does not copy the laws of neighboring states; we are rather a pattern to others . . .
>
> [Our government] favors the many instead of the few; this is why it is called a democracy. If we look to the laws, they [give] equal justice to all . . .
>
> The freedom which we enjoy in our government extends also to our ordinary life."
>
> —Thucydides, ancient historian

13   This speech most likely described

   A   China.
   B   Rome.
   C   Greece.
   D   Egypt.

Correct response: C

Match to GLE: This item asks students to recognize the description of a society from a primary source. Other grade 6 iLEAP items that measure this GLE may relate to the importance of primary and secondary sources in learning about the world.

History
Historical Thinking Skills
GLE 19—*Use multiple primary and secondary sources to describe world civilizations (H-1A-M4)*

14 Trevor is writing a report about life in modern China. His teacher asked him to use a primary source and two secondary sources. Which resource could Trevor use as a primary source?

   A the diary of a Chinese poet
   B an encyclopedia article about China
   C a chapter about China from his history book
   D a timeline showing major events in Chinese history

Correct response: A

Match to GLE: This item asks students to distinguish between primary and secondary sources. Other grade 6 iLEAP items that measure this GLE may present information using primary or secondary sources and test student understanding.

History
World History
GLE 23—*Describe hunter-gatherer societies, including the development of tools and the use of fire (H-1C-M1)*

15 Which statement correctly describes early hunter-gatherer societies?

   A They relied on farming for most of their food supply.
   B They traveled with large surpluses of food.
   C They often changed their physical location.
   D They usually lived together in large cities.

Correct response: C

Match to GLE: This item asks students to recognize a characteristic of hunter-gatherer societies. Other grade 6 iLEAP items that measure this GLE may ask students to describe the way that hunter-gatherers used certain tools.

History
World History
GLE 24—*Explain how geographical features influenced development of early civilizations (e.g., domestication, cultivation, specialization) (H-1C-M2)*

16   Which feature was a necessity for early settlements?

  A   a warm climate
  B   nearby water sources
  C   access to metals such as iron
  D   large, flat areas for constructing houses

Correct response: B

Match to GLE: This item focuses on the dependency by early civilizations on nearby sources of food. Other grade 6 iLEAP items that measure this GLE may ask students about other conditions that made certain locations favorable for human settlement.

History
World History
GLE 25—*Explain why agricultural societies developed from hunters and gatherers (H-1C-M2)*

17   Which is the **most likely** reason that hunter-gatherers began farming?

  A   a scarcity of food
  B   a loss of technology
  C   wars among groups
  D   a decline in population

Correct response: A

Match to GLE: This item addresses one reason why agricultural societies emerged from hunter-gatherer societies. Other grade 6 iLEAP items that measure this GLE may address other reasons for the emergence of agricultural societies.
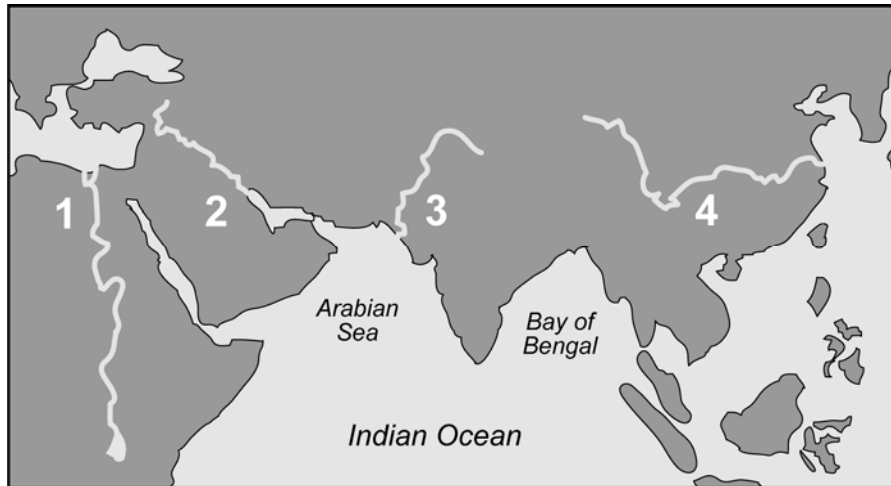
History
World History
GLE 27—*Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations in Mesopotamia, Egypt, China, and the Indus valley (H-1C-M3)*

Use this map to answer question 18.

Major River Systems

18   Which number on the map labels the river that **most directly** contributed to the development of ancient Egypt?

  A   number 1
  B   number 2
  C   number 3
 **D**   number 4

Correct response: A

Match to GLE: This item asks students to connect the Nile River with ancient Egyptian development and locate the Nile on a map. Other grade 6 iLEAP items that measure this GLE may involve other river systems and/or physical settings and ask students to locate them on a map.

History
World History
GLE 29—*Describe how early river civilizations influenced the development of other cultures through trade and cultural diffusion (H-1C-M4)*

Use this map to answer question 19.

Indus River Valley and Surrounding Areas
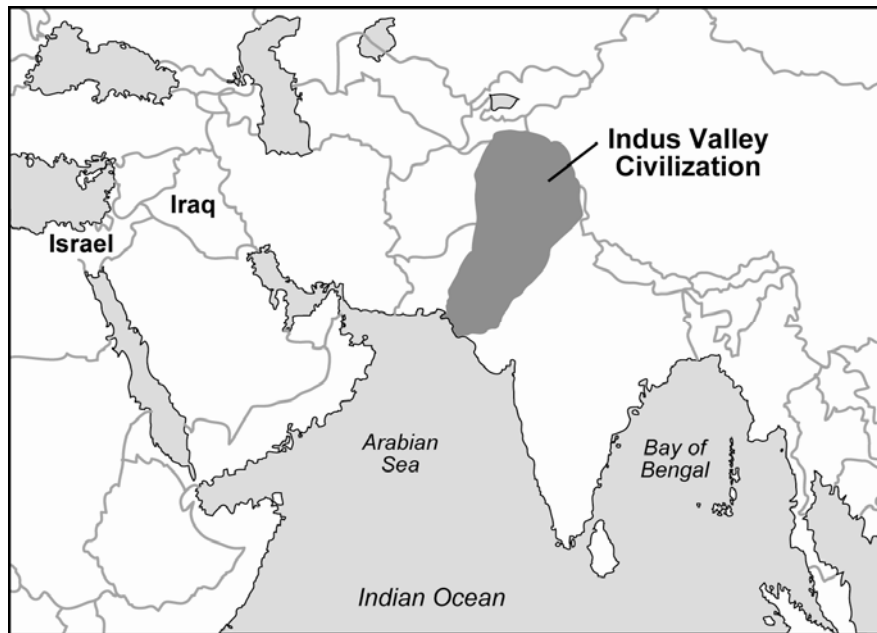
19   This map shows the area inhabited by the ancient Indus River Valley civilization. Archaeologists have discovered stone seals from the Indus River Valley civilization in both Israel and Iraq.

What is the most common theory for how these seals came to be located in the Indus River Valley?

A   Severe weather caused the seals to be carried across the ocean.
B   The seals were stolen by invaders and hidden in other lands.
C   Merchants from the Indus River Valley traded with merchants from the Middle East.
D   The people of the Indus River Valley eventually migrated to modern-day Israel and Iraq.

Correct response: C

Match to GLE: This item identifies a result of trade between the Indus River Valley civilization and other parts of the world. Other grade 6 iLEAP items that measure this GLE may involve other river civilizations and their influence through trade and cultural diffusion.

History
World History
GLE 32—*Analyze the origins and influence of the Hittite, Minoan, and Mycenaean civilizations (H-1C-M5)*

20   Which features of Mycenaean civilization came from the Minoans?

    A   their religious beliefs and practices
    B   their alphabet and system of writing
    C   their use of an army to conquer nearby peoples
    D   their building of settlements on the Greek mainland

Correct response: B

Match to GLE: This item examines the influence of the Minoan civilization on the Mycenaeans. Other grade 6 iLEAP items that measure this GLE may relate to other aspects of Hittite, Minoan, or Mycenaean civilizations.

History
World History
GLE 34—*Explain the significance of Phoenician trade in the Mediterranean Basin (H-1C-M6)*

21   Why did the Phoenicians establish dozens of colonies along the Mediterranean coast?

    A   to improve and expand trade
    B   to spread their religious beliefs
    C   to protect their main cities from attack
    D   to explore new territories in Europe and Africa

Correct response: A

Match to GLE: This item identifies the relationship between Phoenician trade and the colonization of areas along the Mediterranean coast. Other grade 6 iLEAP items that measure this GLE may relate to other ways in which Phoenician trade was significant.

History
World History
GLE 35—*Identify forms of writing developed in early civilizations and discuss how written records changed political, legal, religious, and cultural life (H-1C-M6)*

Use this picture to answer question 22.

22 To which ancient civilization did this form of writing belong?

A Greek
B Hebrew
**C** Egyptian
D Sumerian

Correct response: A

Match to GLE: This item asks students to recognize Greek letters. Other grade 6 iLEAP items that measure this GLE may involve other forms of writing and their effects on political, legal, religious, and cultural life.

History
World History
GLE 36—*Describe the development of the Greek city-states, the cultural achievements of Athens, and the impact of Alexander the Great's conquests (H-1C-M7)*

Use this concept web to answer question 23.
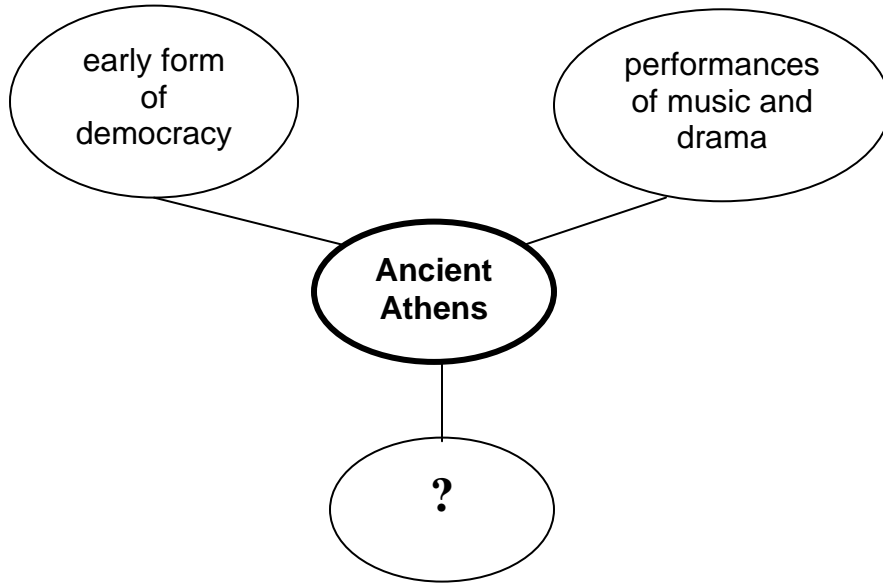
23   Which feature **best** completes the web?

   A   belief in only one god
   B   absolute rule by emperors
   C   buildings made from straw and clay
   D   lessons in mathematics and philosophy

Correct response: D

Match to GLE: This item asks students to connect the cultural achievements of Athens through a concept web. Other grade 6 iLEAP items that measure this GLE may relate to the development of city-states or the impact of Alexander the Great and will not necessarily be presented through concept webs.

History
World History
GLE 37—*Explain the sharing of ideas, goods, and services through trade between the Greek and Roman civilizations, and the influence of those civilizations on other cultures (H-1C-M7)*

24   Latin was the language written and spoken in ancient Rome. Which group of modern languages is **most** influenced by Latin?

    A   Italian, French, Spanish
    B   German, English, Dutch
    C   Chinese, Japanese, Korean
    D   Danish, Norwegian, Swedish

Correct response: A

Match to GLE: This item examines an influence of Roman civilization on the modern world. Other grade 6 iLEAP items that measure this GLE may relate to other influences of Roman and/or Greek civilization on different cultures and civilizations.

History
World History
GLE 38—*Describe and compare/contrast the key characteristics of classical civilizations (e.g., Greek, Roman, Persian, Chinese) (H-1C-M7)*

25   Which two ancient civilizations had the **most similar** religious beliefs?

    A   Greek and Persian
    B   Roman and Greek
    C   Chinese and Roman
    D   Persian and Chinese

Correct response: B

Match to GLE: This item focuses on the similarity between Greek and Roman religious beliefs. Other grade 6 iLEAP items that measure this GLE may ask students to compare or contrast other elements of classical civilizations.

History
World History
GLE 38—*Describe and compare/contrast the key characteristics of classical civilizations (e.g., Greek, Roman, Persian, Chinese) (H-1C-M7)*

Use this list to answer question 26.

> - believed in many different gods
> - had a democratic form of government
> - held legal trials with juries made up of ordinary citizens

26   Which ancient civilization is **best** described by the list?

A   ancient Egypt
B   ancient China
C   ancient Rome
D   ancient Greece

Correct response: D

Match to GLE: This item asks students to connect polytheism, democracy, and jury trials with ancient Greece. Other grade 6 iLEAP items that measure this GLE may ask students to compare or contrast other elements of classical civilizations.

History
World History
GLE 39—*Identify the major new religions and relate them to the empires that emerged in the Mediterranean Basin, China, and India (Christianity, Hinduism, Buddhism, Islam) (H-1C-M8)*

Use this list of statements to answer question 27.

- This religion began in India but spread into other parts of Asia.
- This religion is common today in Tibet and Japan.
- Followers of this religion seek enlightenment.
- The leader of this religion is called the Dalai Lama.

27   Which major world religion is **best** described by the statements listed above?

    A   Islam
    B   Judaism
    C   Hinduism
   **D**   Buddhism

Correct response: D

Match to GLE: This item asks students to recognize Buddhism from descriptions of its origins, spread, purpose, and leader. Other grade 6 iLEAP items that measure this GLE may ask students to identify other major religions and their influence on emerging empires.

History
World History
GLE 40—*Compare and contrast the major religions in terms of leaders, key beliefs, and location (H-1C-M8)*

Use this concept web to answer question 28.
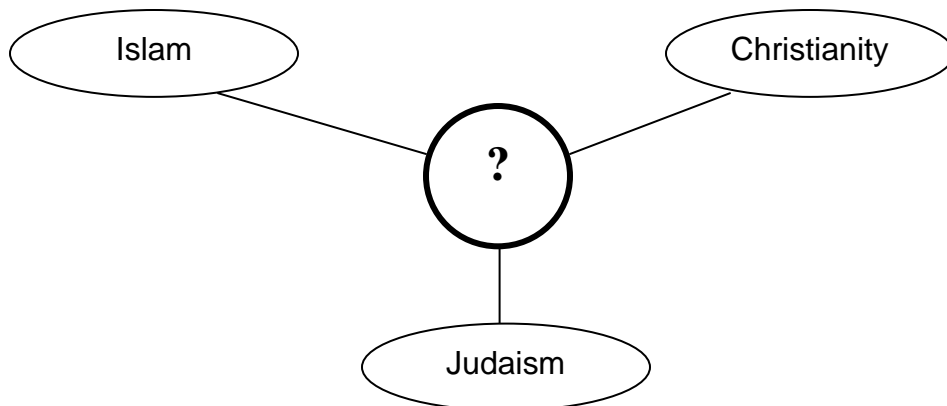
28   Which trait **best** completes the web?

   A   Jesus as religious leader
   B   use of same holy book
   C   belief in only one god
   D   holy city of Mecca

Correct response: C

Match to GLE: This item asks students to identify a commonality among Islam, Christianity, and Judaism. Other grade 6 iLEAP items that measure this GLE may ask students to compare or contrast major world religions in other ways.

History
World History
GLE 43—*Describe the changes and developments brought about by the emergence and collapse of major empires/kingdoms in Europe, Asia, Africa, and the Americas prior to A.D. 1000 (H-1C-M10)*

29   Which group **most** increased its power when the Roman Empire fell?

    A   the Roman generals
    B   the Christian church
    C   the Roman land owners
    D   the Persian Empire

Correct response: B

Match to GLE: This item asks students to describe an outcome of the Roman Empire's collapse. Other grade 6 iLEAP items that measure this GLE may ask students to describe how the emergence or collapse of other empires/kingdoms influenced the course of history prior to A.D. 1000.

History
World History
GLE 44—*Describe major events, key figures, and social structure of the early Middle Ages (e.g., the fall of Rome, Charlemagne, feudalism) (H-1C-M10)*

30   Feudal systems were common in the early Middle Ages. In a feudal system, lords gave land to their vassals in exchange for

    A   crops.
    B   livestock.
    C   medical care.
    D   military service.

Correct response: D

Match to GLE: This item asks students to describe the social and political structure of the early Middle Ages. Other grade 6 iLEAP items that measure this GLE may ask students to describe major events and key figures.