



Social Studies Grade 5

SAMPLE ITEMS

Introduction

The South Carolina State Department of Education provides districts and schools with tools to assist in delivering focused instruction aligned with the South Carolina Social Studies Academic Standards. This document contains a set of twenty South Carolina Palmetto Assessment of State Standards (SCPASS) 5th grade social studies test items that have been written to align with the SC Social Studies Academic Standards. These items were reviewed for content and bias prior to being field tested and approved for release to the public.

Purpose

This document is intended to be a resource for educators; it is not designed to be a practice test for students. The SCPASS assesses content standards in a variety of ways. This document does not include all item types or standards.

Item Information Format

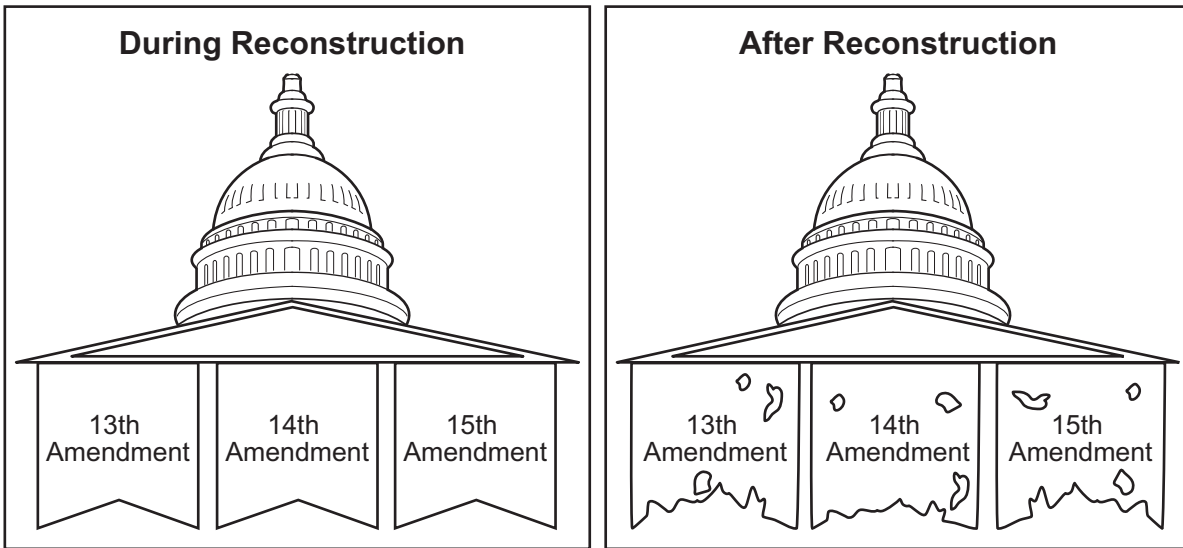
Indicator Alignment	South Carolina Social Studies Academic Standards
Indicator Description	text from SC Social Studies Standards
Answer Key	correct answer
Depth of Knowledge	cognitive demand
Estimated Difficulty	estimate based on student responses

Links

South Carolina Social Studies academic Standards
<https://www.ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

Norman Webb’s Depth-of-Knowledge for the Four Content Areas
<http://www.webbalign.org/Webbs-DOK-Levels-Summary.pdf>

1. Use the pictures to answer the question.



Why do the three amendments in the second picture appear damaged?

- A. African Americans were enslaved again.
- B. African Americans were denied civil rights.
- C. African Americans voted for Ku Klux Klan leaders.
- D. African Americans controlled statehouses in the South.

1 SCPASS Sample Item	Indicator Alignment	5–1.3
	Indicator Description	Explain the purpose and motivations of subversive groups during Reconstruction and their rise to power after the withdrawal of federal troops from the South.
	Answer Key	B
	Depth of Knowledge	2
	Estimated Difficulty	Medium Difficulty

2. During Reconstruction, why was the term “carpetbaggers” considered an insult?
- A. Southerners thought that the carpetbaggers only wanted to make a quick profit.
 - B. Southerners thought that the carpetbaggers would not honor their social traditions.
 - C. Southerners thought that the carpetbaggers did not have the skills to help them rebuild.
 - D. Southerners thought that the carpetbaggers wanted to reestablish the plantation economy.

SCPASS Sample Item 2	Indicator Alignment	5–1.4
	Indicator Description	Compare the political, economic, and social effects of Reconstruction on different populations in the South and in other regions of the United States.
	Answer Key	A
	Depth of Knowledge	2
	Estimated Difficulty	High Difficulty

3. What encouraged many people to settle on the Great Plains after the Civil War?
- A. mild summers and winters
 - B. free homesteads for farmers
 - C. flat land for railroad construction
 - D. natural resources to build industries

SCPASS Sample Item 3	Indicator Alignment	5–2.1
	Indicator Description	Analyze the geographic and economic factors that influenced westward expansion and the ways that these factors affected travel and settlement, including physical features of the land; the climate and natural resources; and land ownership and other economic opportunities.
	Answer Key	B
	Depth of Knowledge	1
	Estimated Difficulty	Medium Difficulty

4. Why were many buffalo herds in the West destroyed?
- A. People in cities needed buffalo meat.
 - B. People in towns wanted buffalo hide.
 - C. The buffalo attacked new settlements.
 - D. The buffalo were a problem for the railroads.

SCPASS Sample Item	4	Indicator Alignment	5–2.2
		Indicator Description	Summarize how technologies (such as railroads, the steel plow and barbed wire), federal policies (such as subsidies for the railroads and the Homestead Act), and access to natural resources affected the development of the West.
		Answer Key	D
		Depth of Knowledge	2
		Estimated Difficulty	Medium Difficulty

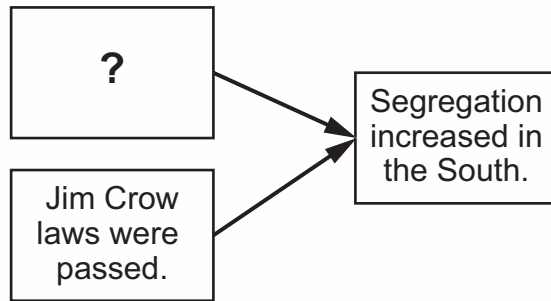
5. Ranchers on the open range were **most likely** to get into a conflict with which group?
- A. railroad operators
 - B. buffalo traders
 - C. farmers
 - D. miners

SCPASS Sample Item	5	Indicator Alignment	5–2.3
		Indicator Description	Identify examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, farmers, ranchers, cowboys, Mexican and African Americans, and European and Asian immigrants.
		Answer Key	C
		Depth of Knowledge	2
		Estimated Difficulty	Medium Difficulty

7. How did Samuel F. B. Morse’s invention contribute to communication in the United States?
- A. It enabled radar signals to be carried along a chain of towers.
 - B. It created a unified national system of canals and railroad lines.
 - C. It increased the speed of cross-country mail delivery by pony express.
 - D. It enabled long-distance transmission of information and business orders.

SCPASS Sample Item 7	Indicator Alignment	5–3.1
	Indicator Description	Explain how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb, the telegraph, and the telephone.
	Answer Key	D
	Depth of Knowledge	2
	Estimated Difficulty	High Difficulty

8. Use the diagram to answer the question.



Which additional factor led to the result in the diagram?

- A. Millions of African Americans migrated to the North.
- B. Immigrants began to come to the South in great numbers.
- C. A Supreme Court decision approved “separate but equal.”
- D. The Fourteenth Amendment was added to the Constitution.

SCPASS Sample Item

8

Indicator Alignment 5–3.2

Indicator Description

Explain the practice of discrimination and the passage of discriminatory laws in the United States and their impact on the rights of African Americans, including the Jim Crow laws and the ruling in *Plessy v. Ferguson*.

Answer Key C

Depth of Knowledge 2

Estimated Difficulty Medium Difficulty

9. What was considered legal as a result of the *Plessy v. Ferguson* decision?
- A. separate facilities for African Americans
 - B. special protections for African Americans
 - C. special requirements for African Americans
 - D. separate governments for African Americans

SCPASS Sample Item	Indicator Alignment	5–3.2
	Indicator Description	Explain the practice of discrimination and the passage of discriminatory laws in the United States and their impact on the rights of African Americans, including the Jim Crow laws and the ruling in <i>Plessy v. Ferguson</i> .
	Answer Key	A
	Depth of Knowledge	1
	Estimated Difficulty	High Difficulty

10. Use the cartoon to answer the question.



Source: Library of Congress

What is the **main** reason that many working-class families disliked the situation shown in the cartoon?

- A. They wanted to limit government power.
- B. They needed their children to earn money.
- C. They wanted to educate their own children.
- D. They felt that adults needed education more.

SCPASS Sample Item

10

Indicator Alignment 5–3.4

Indicator Description

Summarize the impact of industrialization, urbanization, and the rise of big business, including the development of monopolies; long hours, low wages, and unsafe working conditions on men, women, and children laborers; and resulting reform movements.

Answer Key B

Depth of Knowledge 2

Estimated Difficulty High Difficulty

11. Which description **best** identifies an outcome of U.S. participation in the Spanish American War?
- A. tighter security controls over immigration and national borders
 - B. spread of democratic values and religious beliefs by missionaries
 - C. reduced demand for coal and petroleum as fuels for naval vessels
 - D. addition of overseas territories to gain raw materials and expand trade

SCPASS Sample Item 11	Indicator Alignment	5–3.5
	Indicator Description	Summarize the reasons for the United States control of new territories as a result of the Spanish American War and the building of the Panama Canal, including the need for raw materials and new markets and competition with other world powers.
	Answer Key	D
	Depth of Knowledge	2
	Estimated Difficulty	High Difficulty

12. Use the chart to answer the question.

?
<ul style="list-style-type: none"> • propaganda shaped public opinion • Zimmermann Telegram • unrestricted submarine warfare

What is the **best** title for the chart?

- A. Reasons to Aid Allies in World War II
- B. Factors that Led to the Spanish American War
- C. Reasons the United States Entered World War I
- D. Factors that Kept America Neutral During World War I

SCPASS Sample Item 12	Indicator Alignment	5–3.6
	Indicator Description	Summarize the factors that led to the involvement of the United States in World War I and the role of the United States in fighting the war.
	Answer Key	C
	Depth of Knowledge	2
	Estimated Difficulty	Medium Difficulty

13. Which term **best** describes unemployed people who rode the rails looking for work during the Great Depression?
- A. bulls
 - B. hoboes
 - C. scalawags
 - D. exodusters

SCPASS Sample Item 13	Indicator Alignment	5–4.2
	Indicator Description	Summarize the causes of the Great Depression, including overproduction and declining purchasing power, the bursting of the stock market bubble in 1929, and the resulting unemployment, failed economic institutions; and the effects of the Dust Bowl.
	Answer Key	B
	Depth of Knowledge	1
	Estimated Difficulty	Medium Difficulty

14. Why was the Federal Deposit Insurance Corporation (FDIC) considered a reform program?
- A. It provided jobs to assist unemployed Americans.
 - B. It provided immediate help for starving Americans.
 - C. It provided an income for disabled and elderly Americans.
 - D. It provided protection for Americans' money held in banks.

SCPASS Sample Item 14	Indicator Alignment	5–4.3
	Indicator Description	Explain the American government's response to the Great Depression in the New Deal policies of President Franklin Roosevelt, including the Civilian Conservation Corps, the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Act.
	Answer Key	D
	Depth of Knowledge	2
	Estimated Difficulty	Medium Difficulty

15. Use the list to answer the question.

- Joseph Stalin
- Winston Churchill
- Franklin D. Roosevelt

What did **all** of the people in this list do during World War II?

- A. They led the Axis Powers.
- B. They led the Allied Powers.
- C. They led the fight in the Pacific.
- D. They led the Invasion of Normandy.

SCPASS Sample Item 15	Indicator Alignment	5–4.5
	Indicator Description	Analyze the role of key figures during World War II, including Winston Churchill, Franklin D. Roosevelt, Joseph Stalin, Benito Mussolini, and Adolph Hitler.
	Answer Key	B
	Depth of Knowledge	1
	Estimated Difficulty	Low Difficulty

16. Use the information to answer the question.

All Japanese persons, both alien and non-alien, will be evacuated from the above designated area by 12:00 o'clock noon Tuesday, April 7, 1942.

No Japanese person will be permitted to enter or leave the above described area after 8:00 a.m., Thursday, April 2, 1942, without obtaining special permission from the Provost Marshal at the Civil Control Station...

—notice issued in 1942

Why was this notice issued in 1942?

- A. concerns about loyalty
- B. the need for more soldiers
- C. concerns about production
- D. the need for code breakers

SCPASS Sample Item 16	Indicator Alignment	5–4.7
	Indicator Description	Summarize the social and political impact of World War II on the American home front and the world, including opportunities for women and African Americans in the work place, the internment of the Japanese Americans, and the changes in national boundaries and governments.
	Answer Key	A
	Depth of Knowledge	3
	Estimated Difficulty	High Difficulty

17. What did the investigations of Senator Joseph McCarthy and the decision of the United States to enter the Korean Conflict have in common?
- A. Both resulted in the spread of democracy abroad.
 - B. Both were caused by a fear of communist influence.
 - C. Both demonstrated the effective role of the United Nations.
 - D. Both were caused by actions during the Cuban Missile Crisis.

SCPASS Sample Item 17	Indicator Alignment	5–5.1
	Indicator Description	Explain the causes and the course of the Cold War between the Union of Soviet Socialist Republics (USSR) and the United States, including McCarthyism, the spread of communism, the Korean Conflict, Sputnik, the Berlin Wall, the Cuban Missile Crisis, and the Vietnam War.
	Answer Key	B
	Depth of Knowledge	3
	Estimated Difficulty	Medium Difficulty

18. In 1949, what goals motivated the United States, Canada, and several countries in Western Europe to form an alliance called NATO?
- A. to protect each other and resist Soviet communist expansion in Europe
 - B. to eliminate import-export tariffs and establish a free-trade economic zone
 - C. to reduce the cost of space exploration and a competitive nuclear arms race
 - D. to create a European-Atlantic energy partnership and prepare for a likely Arab oil embargo

SCPASS Sample Item 18	Indicator Alignment	5–5.4
	Indicator Description	Explain the international political alliances that impacted the United States in the latter part of the twentieth century, including the United Nations, the North Atlantic Treaty Organization (NATO), and the Organization of Petroleum Exporting Countries (OPEC).
	Answer Key	A
	Depth of Knowledge	2
	Estimated Difficulty	Medium Difficulty

19. Use the chart to answer the question.

The Expanded NATO Alliance			
Cold War Members	1999 Expansion	2004 Expansion	2009 Expansion
Belgium Canada Denmark France Germany (reunified 1990) Greece Iceland Italy Luxembourg Netherlands Norway Portugal Spain Turkey United Kingdom United States	Czech Republic Hungary Poland	Bulgaria Estonia Latvia Lithuania Romania Slovakia Slovenia	Albania Croatia

What event made the expansion shown in the chart possible?

- A. the decline of the British Empire
- B. the collapse of the Soviet Union
- C. the formation of the Warsaw Pact
- D. the creation of the European Union

SCPASS Sample Item

19

Indicator Alignment 5–6.1

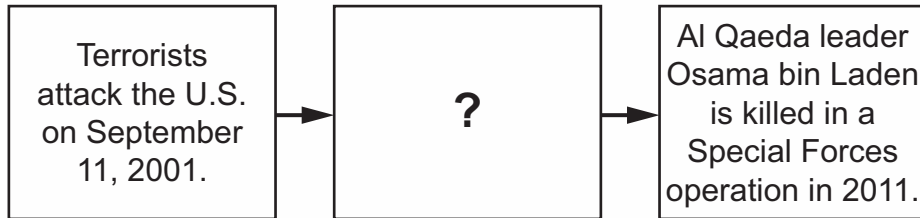
Indicator Description Summarize the changes in world politics that followed the collapse of the Soviet Union and the end of Soviet domination of eastern Europe.

Answer Key B

Depth of Knowledge 2

Estimated Difficulty Medium Difficulty

20. Use the diagram to answer the question.



Which event completes the diagram?

- A. U.S. destroys weapons of mass destruction hidden in Iraq.
- B. U.S. intervenes in peace talks between Israel and Palestine.
- C. U.S. attempts to establish a democratic government in Iran.
- D. U.S. takes military action against the Taliban in Afghanistan.

SCPASS Sample Item 20	Indicator Alignment	5–6.3
	Indicator Description	Explain the impact of the September 11, 2001, terrorist attacks on the United States, including the wars in Iraq and Afghanistan and the home-front responses to terrorism.
	Answer Key	D
	Depth of Knowledge	2
	Estimated Difficulty	High Difficulty