



Social Studies Grade 7

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) 7th 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

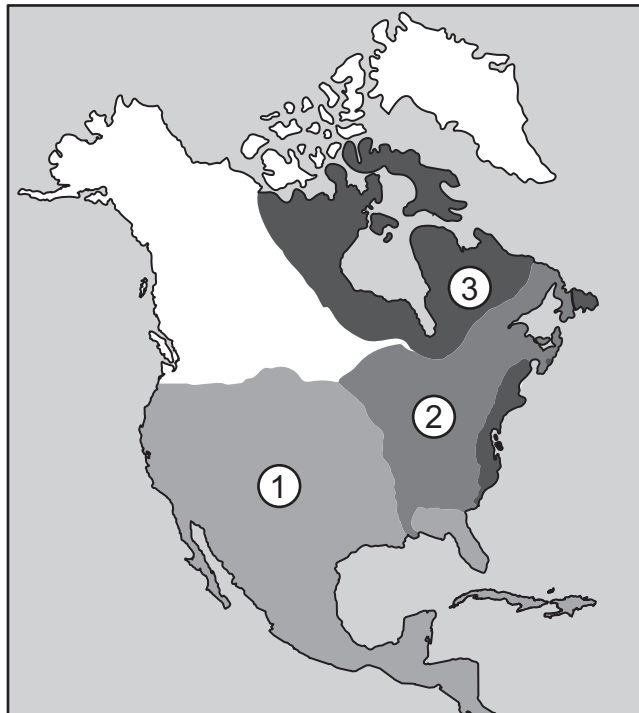
<https://www.ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

Norman Webb's Depth-of-Knowledge for the Four Content Areas

<http://www.webbalign.org/Webbs-DOK-Levels-Summary.pdf>

1. Use the map to answer the question.

North American Colonial Claims, 1710



Which set of country names matches the numbers with the correct colonizers?

- A. 1: Spain; 2: France; 3: Great Britain
- B. 1: France; 2: Great Britain; 3: Spain
- C. 1: Great Britain; 2: Spain; 3: France
- D. 1: Spain; 2: Great Britain; 3: France

SCPASS Sample Item

1

Indicator Alignment 7–1.1

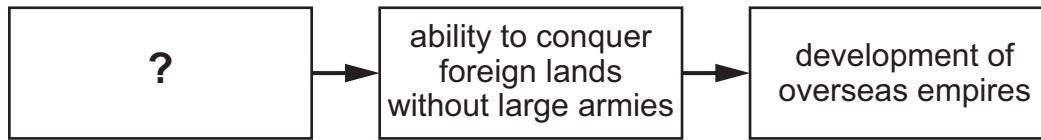
Indicator Description Compare the colonial claims and the expansion of European powers through 1770.

Answer Key A

Depth of Knowledge 2

Estimated Difficulty High Difficulty

2. Use the diagram to answer the question.



Which factor **best** completes the diagram?

- A. improvements in mapmaking
- B. availability of printed information
- C. invention of new navigational tools
- D. development of gunpowder and weapons

2 SCPASS Sample Item	Indicator Alignment	7–1.2
	Indicator Description	Explain how technological and scientific advances contributed to the power of European nations.
	Answer Key	D
	Depth of Knowledge	3
	Estimated Difficulty	Medium Difficulty

3. Why were colonies important to the system of mercantilism?
- A. They provided the mother country with a larger population for taxation.
 - B. They provided the mother country with competition for manufactured goods.
 - C. They helped the mother country increase its military power over other nations.
 - D. They helped the mother country avoid purchasing raw materials from other nations.

SCPASS Sample Item 3	Indicator Alignment	7–1.3
	Indicator Description	Summarize the policy of mercantilism as a way of building a nation’s wealth, including government policies to control trade.
	Answer Key	D
	Depth of Knowledge	2
	Estimated Difficulty	High Difficulty

4. Which statement **best** describes France’s “Sun King,” Louis XIV?
- A. He held total authority.
 - B. He enacted a bill of rights.
 - C. His constitution could not be amended.
 - D. His judicial branch ruled without question.

SCPASS Sample Item 4	Indicator Alignment	7–2.1
	Indicator Description	Analyze the characteristics of limited government and unlimited government that evolved in Europe in the 1600s and 1700s.
	Answer Key	A
	Depth of Knowledge	1
	Estimated Difficulty	Medium Difficulty

5. A painting in the Lord’s Corridor, Houses of Parliament, depicts the attempted arrest of the “Five Members” by King Charles I in 1642.



Source: painting by Charles West Cope (1811–1890)

What problem led to the conflict illustrated in the painting?

- A. Parliament had abused its powers to levy taxes.
- B. Parliament tried to pass laws to protect Catholics.
- C. Parliament had voted to enter a war against France.
- D. Parliament wanted to limit the authority of the King.

SCPASS Sample Item

5

Indicator Alignment 7–2.4

Indicator Description Explain the effects of the English Civil War and the Glorious Revolution on the power of the monarchy in England and on limited government.

Answer Key D

Depth of Knowledge 2

Estimated Difficulty **Medium Difficulty**

6. Use the excerpt to answer the question.

1. Men are born and remain free and equal in rights. . . .

2. The aim of all political association is the preservation of the natural . . . rights of man. These rights are liberty, property, security, and resistance to oppression.

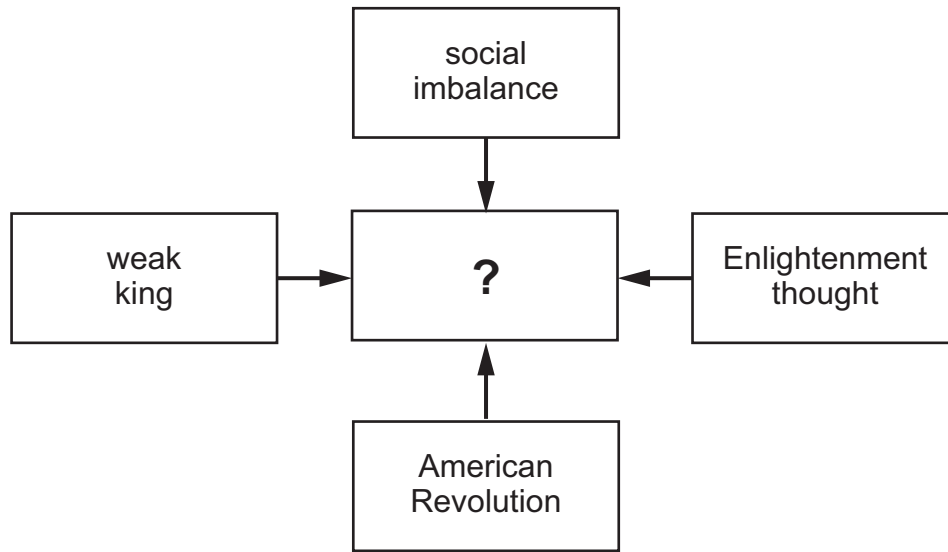
—The Declaration of the Rights of Man, approved by
the National Assembly of France, 1789

Why did the people who wrote this feel like they should overthrow their government?

- A. The government had failed to protect certain rights of its citizens.
- B. The government had failed to provide employment for its citizens.
- C. The government had failed to promote political participation among its citizens.
- D. The government had failed to provide an equal share of property to its citizens.

SCPASS Sample Item 6	Indicator Alignment	7–2.5
	Indicator Description	Explain how the Enlightenment influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good.
	Answer Key	A
	Depth of Knowledge	2
	Estimated Difficulty	Medium Difficulty

7. Use the diagram to answer the question.



Which event **best** completes the diagram?

- A. the Boxer Rebellion
- B. the Sepoy Rebellion
- C. the French Revolution
- D. the Glorious Revolution

SCPASS Sample Item 7	Indicator Alignment	7–3.1
	Indicator Description	Explain the causes, key events, and outcomes of the French Revolution, including the storming of the Bastille, the Reign of Terror, and Napoleon’s rise to power.
	Answer Key	C
	Depth of Knowledge	2
	Estimated Difficulty	Medium Difficulty

8. Use the diagram to answer the question.



How were the 1848 revolts in Europe a result of nationalism?

- A. They supported the monarchies against the radical leftists.
- B. They sought to free the people from the ruling monarchs.
- C. They enabled the ruling monarchs to keep their titles.
- D. They allowed the monarchies to form alliances.

SCPASS Sample Item

8

Indicator Alignment 7–3.2

Indicator Description

Analyze the effects of the Napoleonic Wars on the development and spread of nationalism in Europe, including the Congress of Vienna, the revolutionary movements of 1830 and 1848, and the unification of Germany and Italy.

Answer Key B

Depth of Knowledge 2

Estimated Difficulty Medium Difficulty

9. How did Japan avoid being colonized by imperialist powers?
- A. civil disobedience
 - B. communist alliance
 - C. religious conversion
 - D. rapid industrialization

SCPASS Sample Item 9	Indicator Alignment	7–3.5
	Indicator Description	Analyze the ways that industrialization contributed to imperialism in India, Japan, China, and African regions, including the need for new markets and raw materials, the Open Door Policy, and the Berlin Conference of 1884.
	Answer Key	D
	Depth of Knowledge	2
	Estimated Difficulty	High Difficulty

10. President Wilson’s Fourteen Points showed that Wilson believed peace negotiations should correct the problems that led to World War I.

What did his European allies believe a peace treaty should do?

- A. make no changes to borders
- B. punish Germany for the war
- C. enforce mutual disarmament
- D. assist the Russian Revolution

SCPASS Sample Item 10	Indicator Alignment	7–4.2
	Indicator Description	Explain the outcomes of World War I, including the creation of President Woodrow Wilson’s Fourteen Points, the Treaty of Versailles, the shifts in national borders, and the League of Nations.
	Answer Key	B
	Depth of Knowledge	2
	Estimated Difficulty	Medium Difficulty

11. Use the chart to answer the question.

?
<ul style="list-style-type: none"> • Germany • Italy • Japan • Soviet Union

Which title **best** describes this chart?

- A. Nazi Regimes in the 1930s
- B. Industrial Failures of the 1930s
- C. Economic Superpowers of the 1930s
- D. Authoritarian Governments in the 1930s

11 SCPASS Sample Item	Indicator Alignment	7–4.4
	Indicator Description	Compare the ideologies of socialism, communism, fascism, and Nazism and their influence on the rise of totalitarian governments after World War I in Italy, Germany, Japan, and the Soviet Union as a response to the worldwide depression.
	Answer Key	D
	Depth of Knowledge	2
	Estimated Difficulty	High Difficulty

12. What contributed to the rise of totalitarian governments in the 1930s?
- A. People were suffering economic hardships.
 - B. People were suffering from epidemic diseases.
 - C. People wanted governments that respected individual rights.
 - D. People wanted governments that allowed independent trade unions.

SCPASS Sample Item 12	Indicator Alignment	7–4.4
	Indicator Description	Compare the ideologies of socialism, communism, fascism, and Nazism and their influence on the rise of totalitarian governments after World War I in Italy, Germany, Japan, and the Soviet Union as a response to the worldwide depression.
	Answer Key	A
	Depth of Knowledge	2
	Estimated Difficulty	Medium Difficulty

13. Which principle was established by the Nuremberg trials?
- A. Nations can be fined for destruction they cause during times of war.
 - B. Individuals can be punished for their actions during times of war.
 - C. Nations can be sanctioned for violating international agreements.
 - D. Individuals can be given refuge by international organizations.

SCPASS Sample Item 13	Indicator Alignment	7–4.6
	Indicator Description	Analyze the Holocaust and its impact on European society and Jewish culture, including Nazi policies to eliminate the Jews and other minorities, the Nuremberg trials, the Universal Declaration of Human Rights, the rise of nationalism in Southwest Asia (Middle East), the creation of the state of Israel, and the resultant conflicts in the region.
	Answer Key	B
	Depth of Knowledge	1
	Estimated Difficulty	Medium Difficulty

14. Use the excerpt to answer the question.

The Germans made their invasion of the U.S.S.R. through Finland, Poland, Rumania, Bulgaria, and Hungary. The Germans were able to make their invasion through these countries because, at the time, governments hostile to the Soviet Union existed in these countries.

—Joseph Stalin, March 1946

What was Stalin defending with these words?

- A. Soviet missiles in Cuba
- B. Soviet invasion of Afghanistan
- C. Soviet control of Eastern Europe
- D. Soviet support for communist China

SCPASS Sample Item	Indicator Alignment	7–5.1
	Indicator Description	Compare the political and economic ideologies of the United States and the Soviet Union during the Cold War.
	14 Answer Key	C
	Depth of Knowledge	2
	Estimated Difficulty	High Difficulty

15. Use the information to answer the question.

President’s news conference describes “falling dominoes”

April 7, 1954

“Finally, you have broader considerations that might follow what you would call the ‘falling domino’ principle. You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly. So you could have a beginning of a disintegration that would have the most profound influences.”

What foreign policy issue was President Eisenhower addressing in the news conference?

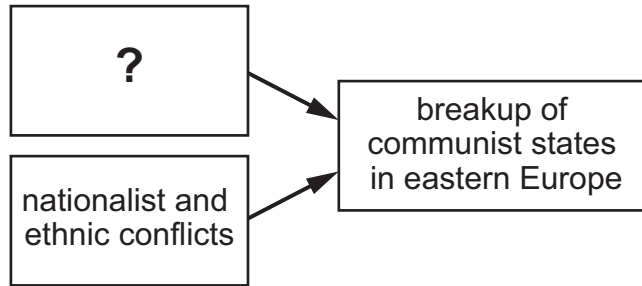
- A. the need to contain communism
- B. the desire to establish mandatory military service
- C. the effect of decreased military spending on the economy
- D. the importance of improving education to support the space race

SCPASS Sample Item 15	Indicator Alignment	7–5.3
	Indicator Description	Explain the spread of communism in Eastern Europe, Asia, Africa, and Latin America, including the ideas of the satellite state containment, and the domino theory.
	Answer Key	A
	Depth of Knowledge	2
	Estimated Difficulty	Medium Difficulty

16. Which statement **best** describes what Germany, Korea, and Vietnam have in common?
- A. All were scenes of costly wars fought by American armed forces in the 1950s and 1960s.
 - B. All were liberated by Allied troops after having been under Nazi Germany’s control during World War II.
 - C. All were divided into separate communist and non-communist states reflecting tensions of the Cold War.
 - D. All were Warsaw Pact members and had Soviet missiles armed with nuclear weapons located in their territory.

SCPASS Sample Item 16	Indicator Alignment	7–5.4
	Indicator Description	Analyze the political and technological competition between the Soviet Union and the United States for global influence, including the Korean Conflict, the Berlin Wall, the Vietnam War, the Cuban missile crisis, the “space race,” and the threat of nuclear annihilation.
	Answer Key	C
	Depth of Knowledge	2
	Estimated Difficulty	Medium Difficulty

17. Use the diagram to answer the question.



Which factor **best** completes the diagram?

- A. failed economies
- B. fear of nuclear war
- C. capitalist successes
- D. loss of colonial empires

SCPASS Sample Item

17

Indicator Alignment 7–6.1

Indicator Description

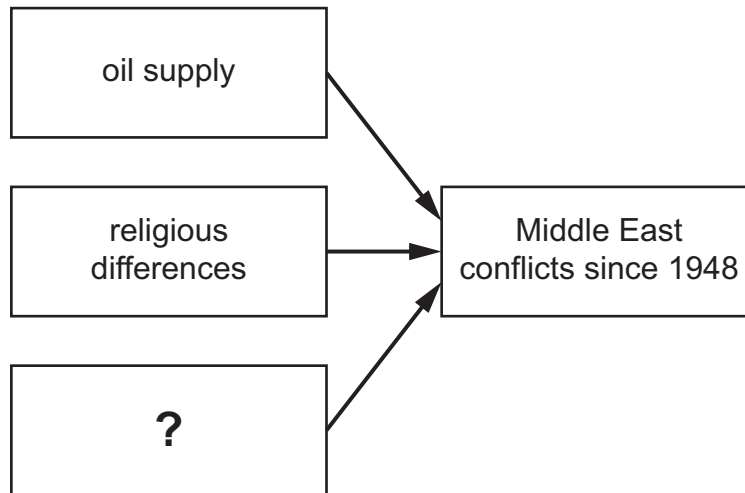
Summarize the political and social impact of the collapse/dissolution of the Soviet Union and subsequent changes to European borders, including those of Russia and the Independent Republics, the Czech Republic, and Slovakia; the breakup of Yugoslavia; the reunification of Germany; and the birth of the European Union (EU).

Answer Key A

Depth of Knowledge 2

Estimated Difficulty High Difficulty

18. Use the diagram to answer the question.



Which factor **best** completes the diagram?

- A. income inequality among workers
- B. adoption of new cultural behaviors
- C. disputes over territorial homelands
- D. inadequate water resources for farms

SCPASS Sample Item

18

Indicator Alignment 7–6.3

Indicator Description Explain the ongoing conflicts in the Middle East, including the Persian Gulf War, the terrorist attack on September 11, 2001, and the wars in Iraq and Afghanistan.

Answer Key C

Depth of Knowledge 2

Estimated Difficulty High Difficulty

19. Malala Yousafzai was a teenage girl in Pakistan when she spoke out against the Taliban’s policy that prohibited girls from getting an education. In 2011, Yousafzai received Pakistan’s first National Youth Peace Prize and was nominated by Archbishop Desmond Tutu for the International Children’s Peace Prize. In response to her rising popularity and international recognition, the Taliban attempted to kill her.

What is the **main** reason the leaders of the Taliban considered Yousafzai a threat?

- A. She called for making war on the Taliban and ending its rule.
- B. She created a new political party that supports the violent overthrow of the Taliban.
- C. She represents women who want the same opportunities as men and a change in the social order.
- D. She represents a narrow interpretation of the Koran and an opportunity to return to earlier social values.

SCPASS Sample Item 19	Indicator Alignment	7–6.4
	Indicator Description	Compare the social, economic, and political opportunities for women in various nations and societies around the world, including those in developing and industrialized nations and within societies dominated by religions.
	Answer Key	C
	Depth of Knowledge	3
	Estimated Difficulty	Medium Difficulty

- 20.** How have the Internet and cell phones affected the way business is conducted?
- A. Security can be easily managed.
 - B. Information can be shared remotely.
 - C. Productivity can be regulated directly.
 - D. Manufacturing can be cheaply outsourced.

SCPASS Sample Item 20	Indicator Alignment	7–6.5
	Indicator Description	Explain the significance and impact of the information, technological, and communications revolutions, including the role of television, satellites, computers, and the Internet.
	Answer Key	B
	Depth of Knowledge	3
	Estimated Difficulty	Medium Difficulty