

LEAP
2025

Social Studies

Practice Test

Grade 6

Session 1 Directions

Directions:

Today, you will take Session 1 of the Grade 6 Social Studies Practice Test.

Read each source and question. Then, follow the directions to answer each question. Mark your answers by circling the correct choice. If you need to change an answer, be sure to erase your first answer completely. You may look back at the sources when needed.

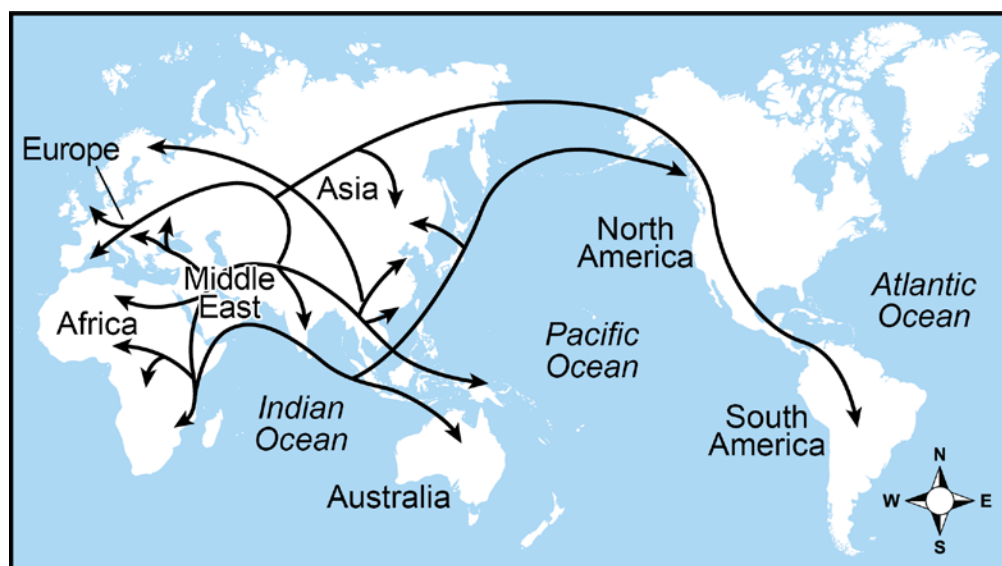
Some of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

Read and study the sources about early humans. Then use the four sources and your knowledge of social studies to answer the questions.

Source 1**Early Human Migration Routes**

This map shows the routes that early humans took once they began to migrate from Africa about 60,000 years ago.



Source 2

Stone Tools Used by Early Humans**Stone Choppers from Africa**

This photograph shows a stone chopper that is 2.3 million years old. For thousands of years, early humans used stone choppers like these to cut, pound, and crush their food.



Stone Hand Axe from Europe

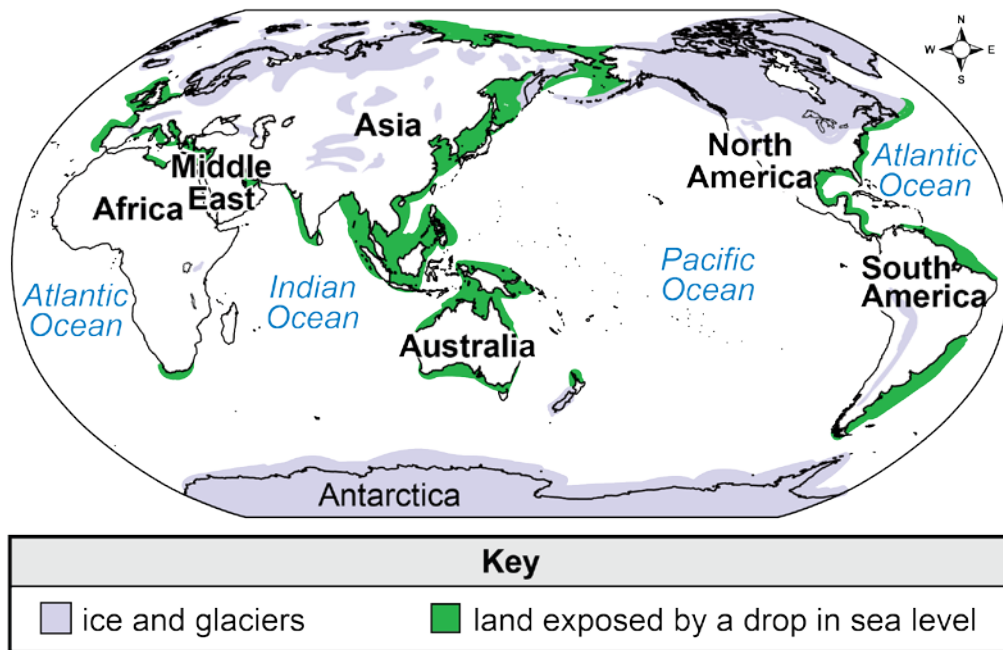
This photograph shows a stone hand axe from Europe from the early Stone Age. Stone hand axes were likely the first tools used by humans. They were used for hunting, butchering, digging, and cutting wood.



Source 3

The Ice Age

This map shows land that was covered by ice and glaciers. The map also shows land that was exposed by a drop in sea level during the most recent glacial period, or Ice Age, about 18,000 years ago.



Source 4

Excerpt from *Out of Africa: How Early Humans First Got to Europe* (2015)*by Michael Casey*

This excerpt is from a historical documentary discussing new discoveries from recent research on the migration patterns of early humans.

Anthropologists have long debated how early Europeans and Asians left Africa . . .

By analyzing genetic data, [researchers] determined that the preferred route . . . [early humans] chose around 60,000 years ago was through Egypt. . . . They would have used what is known as the Levantine corridor¹ in the modern Middle East to reach Europe and West Asia. . . .

“This suggests that Egypt was most likely the last stop on the way out of Africa,” [the lead researcher said].

¹**Levantine corridor:** narrow land route through the Middle East that connects Africa to Europe and Asia

Source 4: Excerpt from *Out of Africa: How Early Humans First Got to Europe* by Michael Casey from CBS News. Copyright © 2015 CBS Interactive, Inc. Reprinted by permission of the YGS Group.

1. Based on Source 1 and Source 4, which statement **best** describes the migration route of **most** early humans?
 - A. Most early humans traveled along the coast of West Africa to migrate to Europe.
 - B. Most early humans migrated to Europe before moving to regions in South and East Asia.
 - C. Most early humans migrated from Africa through the Middle East to Europe and Asia.
 - D. Most early humans traveled across the Atlantic Ocean to migrate to North America.

2. Using Source 1, which statements **best** describe the migration and settlement patterns of early humans?

Select the **two** correct answers.

- A. Early humans mostly traveled to and settled in cold regions.
- B. Early humans mainly followed routes far away from coastlines and settled near rivers.
- C. Early humans settled in areas that were suitable to their needs.
- D. Early humans followed a variety of migration routes across multiple continents.
- E. Early humans migrated to escape natural disasters and settled in safe locations.

3. Based on Source 2, which statement **best** explains the relationship between the physical environment and the achievements of early humans?
 - A. Early humans viewed the environment as sacred and used it to please their gods.
 - B. Early humans viewed the environment as fragile and used care when carving stone.
 - C. Early humans used the environment to establish systems of trade through bartering.
 - D. Early humans used the environment to create tools to help them acquire food.

4. Which reason **best** explains how the use of stone tools, such as those shown in Source 2, by early humans led to the development of civilization?
 - A. They were used as the basis of new communication systems.
 - B. They were used to meet the basic needs of more people.
 - C. They allowed travelers to explore new areas for settlement.
 - D. They helped farmers grow a wider variety of crops.

5. Write **two** correct factors that influenced migration and settlement of early humans to areas with favorable climates and **two** correct effects of migration and settlement of early humans to areas with favorable climates in the concept map.

Influential Factors and Effects:

Early humans begin to farm and domesticate animals.

Early humans begin to establish settled communities.

Flooding increases as glaciers begin to melt.

The last major Ice Age occurs.

Early humans begin to develop new tools to navigate the oceans.

A drop in sea levels reveals land routes.

Influential Factors



Migration and Settlement of Early Humans in Areas with Favorable Climates

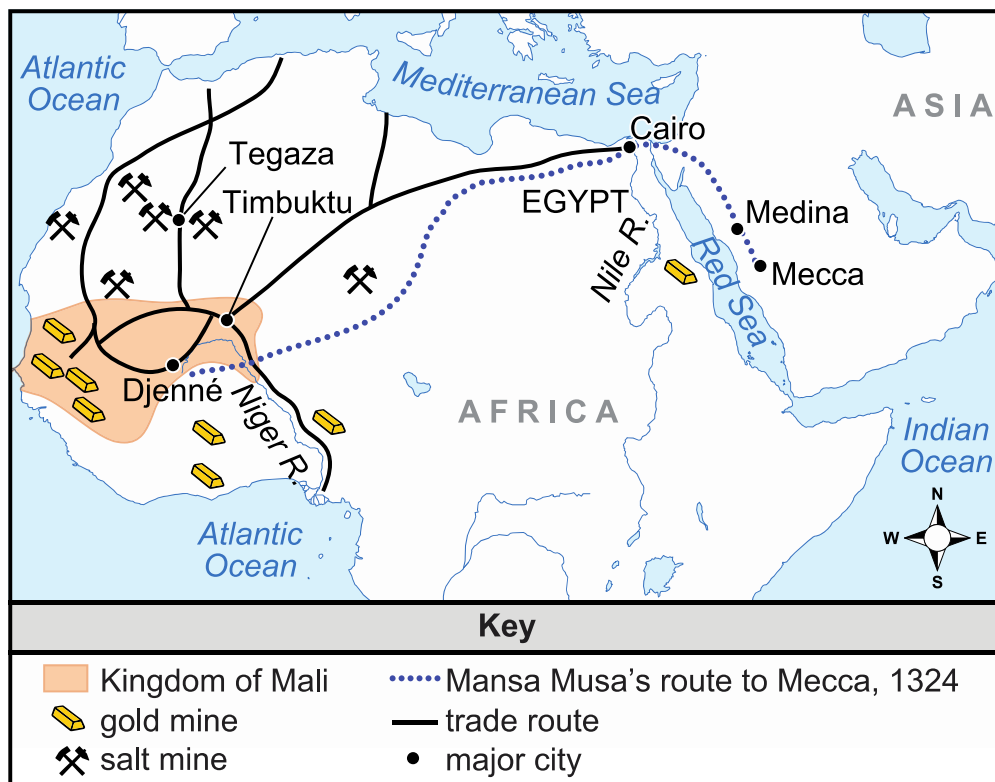


Effects

Read and study the sources about the West African Kingdom of Mali. Then use the four sources and your knowledge of social studies to answer the questions.

Source 1

The Kingdom of Mali (mid-1300s)



Source 2

Excerpt from *The Lion of Mali* (2012)

by David W. Tschanz

In this excerpt, the author describes Mansa Musa's journey to Cairo in 1324.

Cairo's residents heard the noise and felt the rumblings in the ground long before the men on horseback arrived. . . . From miles away the steady tromping of feet mixed in with the [sound] of camels straining under their loads and the buzz of men moving [and] talking. . . .

Leading [Mansa Musa] were 500 heralds¹, [wearing] Persian silk and bearing four-foot-long golden staffs glistening in the sun. . . . Next came the royal guards, some bearing spears and swords, others the flags of their empire. . . . Mansa Musa, the ruler of Mali, dressed in fine robes, rode his [horse]. . . . [B]ehind him were 80 camels, each bearing 300 pounds of gold . . . [removed] from the mines of West Africa.

Behind this . . . [t]here were 60,000 [baggage handlers], and . . . 12,000 of the king's personal slaves. . . . [T]o discourage any ideas of [rebellion], Mansa Musa ordered the leading citizens and officials of each province to journey with him. . . . A vast array of soldiers, doctors, teachers, and . . . storytellers also marched along. Ordinary people walked behind the caravan following it as they traveled just to see so much wealth. . . .

Mansa Musa was on his way to perform Hajj². No ruler, no caliph³, no man had ever journeyed to [Mecca and Medina] in this style and no one ever would again.

¹**heralds**: official messengers who announced that someone was arriving

²**Hajj**: pilgrimage to an Islamic holy city

³**caliph**: an Islamic political and religious leader

Source 3

A Description of Timbuktu (1526)*by Leo Africanus*

This excerpt by Leo Africanus, a European scholar, describes his observations as he traveled to Timbuktu.

The shops of the artisans, the merchants, and especially weavers of cotton cloth are very numerous [in Timbuktu]. Fabrics are also imported from Europe to Timbuktu. . . .

The inhabitants are very rich, especially the strangers who have settled in the country. . . . Grain and animals are abundant, so that the consumption¹ of milk and butter is considerable. But salt is in very short supply because it is carried here from Tegaza, some 500 miles from Timbuktu. . . .

Th[e] king makes war only upon neighboring enemies and upon those who do not want to pay him tribute². When he has gained a victory, he has all of them—even the children—sold in the market at Timbuktu. . . .

The merchants use [horses] for their voyages and the courtiers³ [use horses] to move about the city. But the good horses come from Barbary⁴. They arrive in a caravan and, ten or twelve days later, they are led to the ruler, who takes as many as he likes and pays appropriately for them. . . .

There are in Timbuktu numerous judges, teachers and priests, all properly appointed by the king. He greatly honors learning. Many hand-written books imported from Barbary are also sold. There is more profit made from this commerce⁵ than from all other merchandise. . . .

The people of Timbuktu are of a peaceful nature. They have a custom of almost continuously walking about the city in the evening . . . playing musical instruments and dancing. The citizens have at their service many slaves, both men and women.

¹**consumption:** eating or drinking

²**tribute:** a payment that is meant to serve as a sign of defeat or dependence

³**courtiers:** nobles

⁴**Barbary:** northern Africa

⁵**commerce:** trade or business

Source 4

The Great Mosque of Djenné

This is a photograph of the Great Mosque of Djenné. The original mosque was built during the thirteenth century, around 1240, when the power of the West African Kingdom of Mali was growing. It remained an important religious site as Islam became widely practiced throughout the kingdom. The mosque in this photograph was built on top of the ruins of the original mosque around 1909.



Source 2: Excerpt from *The Lion of Mali* by David W. Tschanz. Copyright © 2012 David W. Tschanz. Reprinted by permission of the author.

Source 4: Alex Dissanayabe/Getty Images, Inc.

6. Using Source 1, which statement explains why people **most likely** migrated to the West African Kingdom of Mali?
- A. It was located near large mountain ranges that prevented attacks.
 - B. It was located near major waterways and important natural resources.
 - C. It was located in the center of the African continent, which made travel easier.
 - D. It was located in an African desert, which made growing and selling crops easy.
7. Using Source 1 and Source 3, which statement **best** explains how trade affected the West African Kingdom of Mali?
- A. The demand for gold and agricultural goods helped the kingdom to become prosperous.
 - B. The arrival of foreign merchants caused widespread unemployment.
 - C. The need for salt and textiles helped the kingdom to gain territory in distant places.
 - D. The presence of foreign merchants caused frequent food shortages.
8. Which statement explains the **most likely** reason the Kingdom of Mali expanded its trade routes?
- A. The kingdom wanted to reduce conflict by making its neighbors rich.
 - B. The kingdom wanted to establish colonies far outside its borders.
 - C. The kingdom wanted to increase its influence and wealth.
 - D. The kingdom wanted to import materials to build its mosques and mines.

9. Using Source 2 and Source 4, which statement **best** describes the role of Islam in the Kingdom of Mali?
- A. Islam was the religion of kings, so only members of the royal family followed its teachings.
 - B. Mansa Musa encouraged many religious traditions and accepted the practice of Islam by the people.
 - C. Islam originated in the area before the kingdom was founded, so the people had long practiced the religion.
 - D. Mansa Musa was a devoted follower of Islam who helped spread the religion throughout the kingdom.
10. Based on Source 3, which statement **best** describes the relationship between migration and cultural diffusion in the West African Kingdom of Mali?
- A. Houses and stores throughout the kingdom began to reflect the different styles from around the world.
 - B. Merchants who traveled along the trade routes began to bring new goods and ideas to Timbuktu.
 - C. Most of the judges and teachers in Timbuktu moved from other areas in Africa.
 - D. Citizens of the kingdom started to become rich from selling salt to foreign markets.

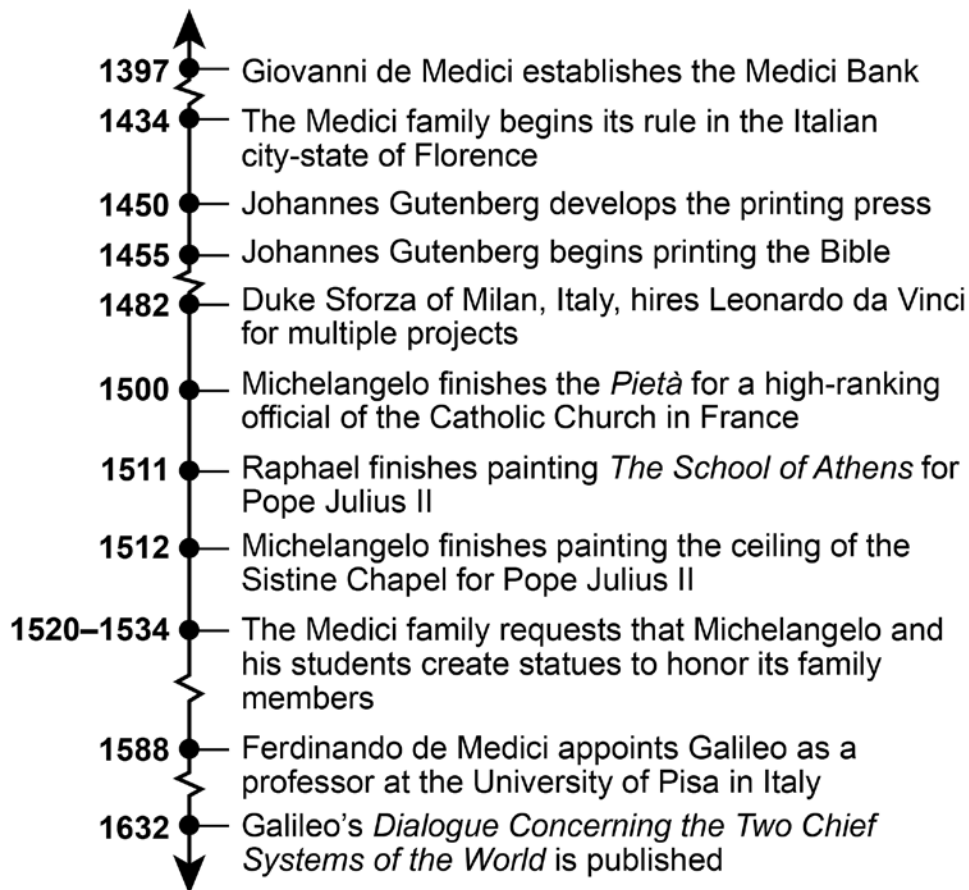
GO ON TO NEXT PAGE

- [illegible]

Read and study the sources about the Renaissance. Then use the three sources and your knowledge of social studies to answer the questions.

Source 1

The Renaissance in Europe



Source 2

Adapted from *On Civic Life* (c. 1430)*by Matteo Palmieri*

This excerpt was written by Matteo Palmieri, a public official and historian in the Italian city-state of Florence, and is from a series of essays that he wrote as a young man.

Sculpture and architecture are now being rescued from the unknown. Only now are they being brought to a new perfection by men of genius and learning. As for literature and liberal studies¹, they have been lost to mankind for 800 years and more. It is only in our own day that men dare to boast that they see the dawn of better things. Latin has begun to shine forth in its ancient purity and beauty. Now indeed, every thoughtful spirit may thank God that he has been permitted to live in this new age, so full of hope and promise.

¹**liberal studies**: the study of many subjects, like science, literature, and the arts, rather than the study of only one subject

Source 3

Renaissance Architecture and Art

St. Peter's Basilica

This image shows St. Peter's Basilica, a Catholic church located in Vatican City. Vatican City is an independent Catholic city-state located within the city of Rome, Italy. The Basilica was designed by a group of architects that included Michelangelo. Its construction began in 1506 and was completed in 1626.

*Christ Handing the Keys of the Kingdom to St. Peter*

This painting by Pietro Perugino was completed in 1483 on the wall of the Sistine Chapel, a Catholic place of worship that is also located in Vatican City.



12. Using Source 1, which statement **best** explains why the invention of the printing press had a significant impact during the Renaissance?
- A. It led wealthy families to shift financial support to writers.
 - B. It enabled scholars to publish new scientific theories.
 - C. It allowed merchants to switch from gold to paper currency.
 - D. It encouraged people to lose interest in religion.
13. Based on Source 1, which statement explains why families like the Medicis were important to the Renaissance?
- A. Family members became respected Renaissance astronomers and painters.
 - B. The paintings of Renaissance artists influenced the religious beliefs of the families.
 - C. Members of the families received advanced training from Renaissance painters.
 - D. The families supported highly skilled Renaissance painters and sculptors.
14. Based on all of the sources, which phrases **best** describe factors that influenced the art and architecture of the Renaissance?

Select the **two** correct answers.

- A. the ideas and styles from ancient Greece and Rome
- B. the spread of Islam in Asia and the Middle East
- C. the downfall of the Medici family in Florence
- D. the spread of feudalism in Europe
- E. the decline in the power of Italian city-states
- F. the power and authority of the Catholic Church

15. Based on Source 2, which statement **best** explains how Italian society was affected by the Renaissance?
- A. Italian society abandoned religion in favor of scientific theories.
 - B. Italian society rejected the past in favor of modern ideas.
 - C. Italian society entered a new era of artistic and academic achievement.
 - D. Italian society adopted democracy as a form of government.

16. Many key events influenced the development of the Renaissance in Italy.

Complete the flow chart by writing the **four** correct statements from the list in chronological order from earliest to most recent to show the development of the Renaissance in Italy.

Statements:

Works of art and scientific discoveries flourish in Italian society.

The Catholic Church forces artists to focus on religious themes.

Banks are founded to help prosperous citizens manage their money.

Italian merchants and families earn large fortunes.

Architects travel to Greece in order to rebuild ancient buildings.

Wealthy merchants and families sponsor artists and scientists.

The Development of the Renaissance in Italy

Italian merchants engage in foreign trade.

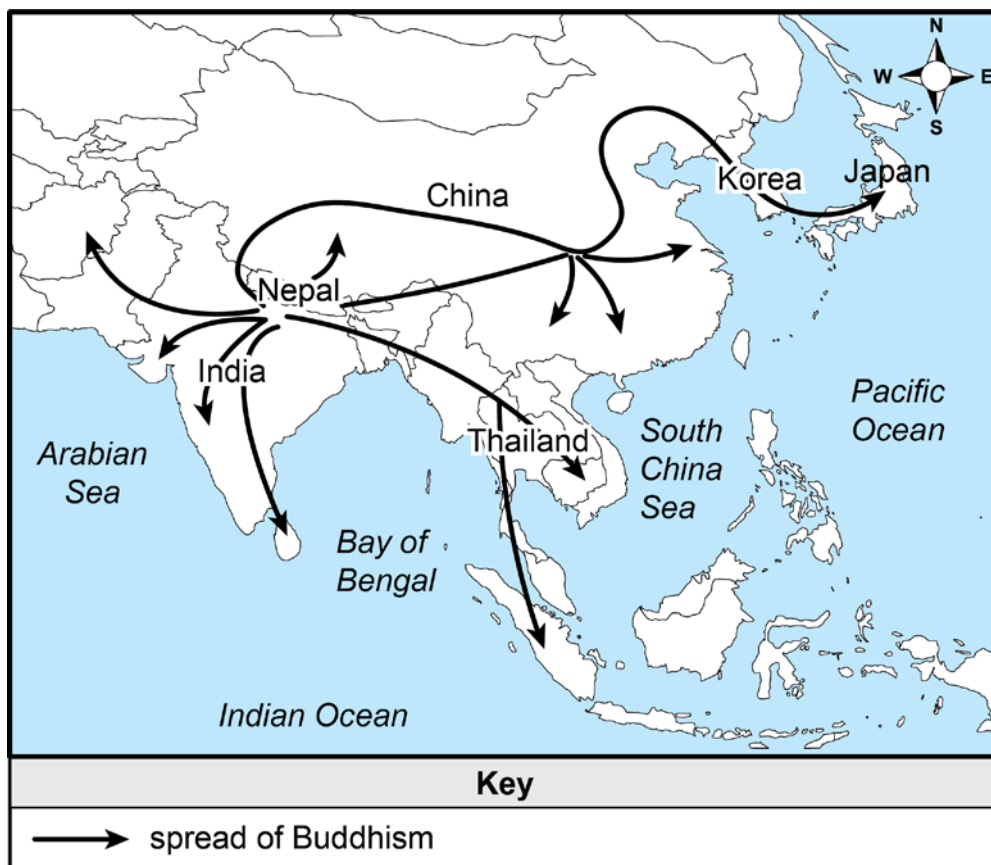


Read and study the sources about the spread of Buddhism. Then use the four sources and your knowledge of social studies to answer the questions.

Source 1

The Early Spread of Buddhism (c. 400 B.C.–A.D. 600)

This map shows the spread of Buddhism from approximately 400 B.C. through A.D. 600. Some modern-day countries are included on the map for reference.



Source 2

Statues of the Buddha

This photograph shows a bronzed statue of the Buddha that was created in Korea during the sixth century.



This photograph shows a bronzed statue of the Buddha that was created in China between the seventh and ninth centuries.



Source 3

Adapted from *Memorial on Buddhism* (A.D. 819)
by Han Yu

This excerpt is from an essay written by the scholar Han Yu. In the excerpt, Han Yu explains his viewpoint about Buddhism and its effect on China to the emperor of the Tang Dynasty.

In ancient times, the empire was at peace, and the people were contented and happy. Buddhist principles had still not reached China, so this could not have been the result of serving the Buddha.

Buddhist principles first appeared in China during the Han Dynasty. Afterwards followed a series of disturbances and revolutions, when dynasties did not last long. As later dynasties grew more devoted in the service of the Buddha, the reigns of kings became shorter. Viewed in the light of this, it is obvious that the Buddha is not worth serving.

Source 4

Excerpt from *Buddhism and Its Impact on Asia* (1996)*by Dr. Alexander Berzin*

In this excerpt, a scholar and teacher of Buddhism, Alexander Berzin, discusses the expansion of Buddhism.

The expansion of Buddhism throughout most of Asia was peaceful, and occurred in several ways. . . .

[W]hen Buddhist merchants visited and settled in different lands, some members of the local populations naturally developed an interest in these foreigners' beliefs. . . . [The spread of Buddhism] also occurred . . . along the Silk Route in Central Asia. . . . As local rulers and their people learned more about this Indian religion, they invited monks from the merchants' [homelands] as advisors or teachers . . . [E]ventually, many adopted the Buddhist faith. . . .

Often, the [spread of Buddhism] was due primarily to the influence of a powerful monarch. . . . [F]or example, Buddhism spread throughout northern India as a result of the [support] of King Ashoka. . . . [He] did not force his subjects to adopt the Buddhist faith . . . [He encouraged] his people to lead an ethical life, and by following the principles himself, he inspired others to adopt Buddha's teachings.

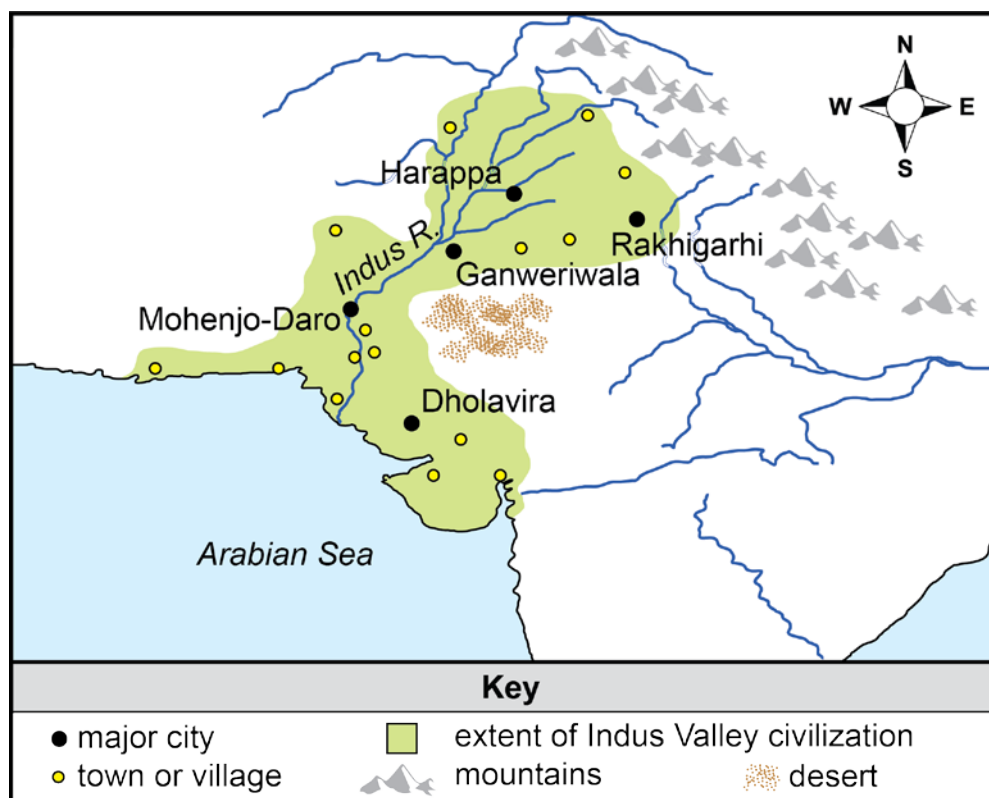
Source 2: Granger, NYC—All rights reserved.

Source 4: Excerpt from *Buddhism and Its Impact on Asia* by Dr. Alexander Berzin.
Copyright © 2003–2016 Berzin Archives E.V. Reprinted by permission of the author.

17. Based on Source 1 and Source 4, in which country did Buddhism originate?
- A. Japan
 - B. India
 - C. Korea
 - D. Thailand
18. Which statement **best** describes the relationship between the spread of Buddhism and the statues shown in Source 2?
- A. The statues show that Buddhists acquired great wealth.
 - B. The statues show that Buddhism was influenced by other religions from Asia.
 - C. The statues show that Buddhists respected their monarchs.
 - D. The statues show that Buddhism was adopted by people throughout Asia.
19. According to Han Yu in Source 3, which statement **best** explains how China was affected by the spread of Buddhism?
- A. The presence of Buddhism lengthened periods of peace in China.
 - B. The teachings of Buddhism were rejected in public statements by Chinese leaders.
 - C. The presence of Buddhism weakened the political authority of Chinese dynasties.
 - D. The teachings of Buddhism created a more democratic society in China.
20. Based on Source 4, which statement **best** describes the spread of Buddhism to new regions?
- A. Buddhism was introduced by foreign merchants and adopted by local people.
 - B. Buddhism caused regional populations to migrate and be replaced by more powerful people.
 - C. Buddhism forced local populations to give up their religious and cultural beliefs.
 - D. Buddhism had little impact on most people and remained a religion only for the wealthy.

21. Use the map and your knowledge of social studies to answer the question.

Indus Valley Civilization (c. 2600–1900 B.C.)

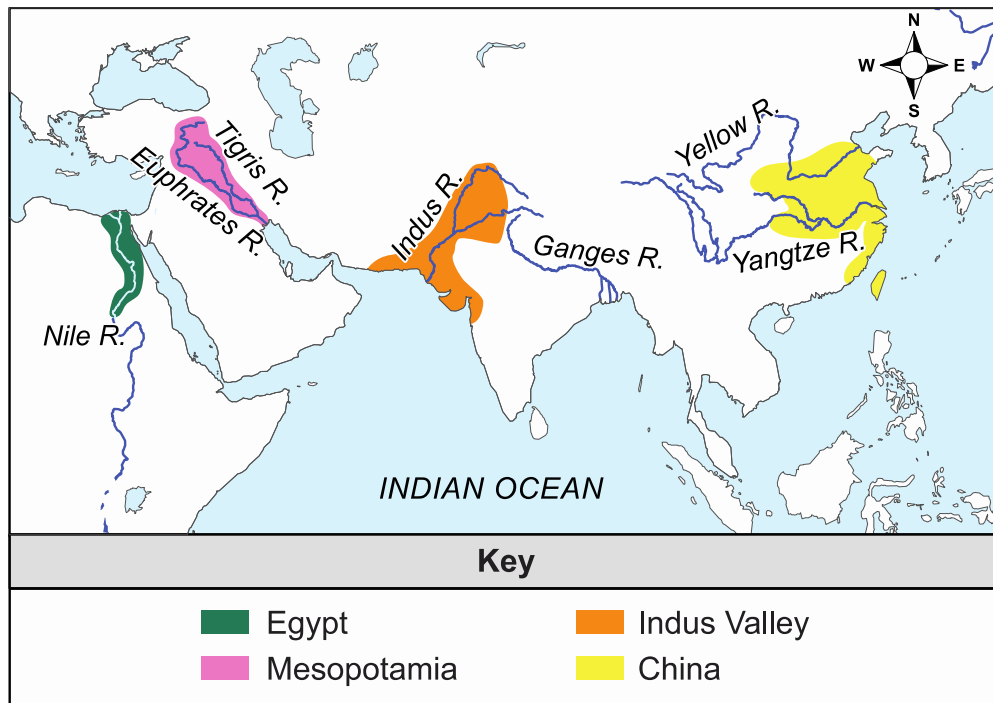


Which statement **best** explains the influence of geography on the development of the Indus Valley civilization?

- A. Most major cities were located along coastal areas.
- B. Towns and cities were located near major rivers.
- C. Most small towns were located along mountain ranges.
- D. Towns and cities were located in desert areas.

22. Use the map and your knowledge of social studies to answer the question.

Ancient Civilizations (c. 4000–1000 B.C.)



Which statement describes how the civilization of ancient Egypt was similar to the other ancient civilizations shown on the map?

- A. Ancient Egyptian civilization developed in a hot and dry desert climate.
- B. Ancient Egyptian civilization developed near other major civilizations.
- C. Ancient Egyptian civilization developed in conditions favorable for agriculture.
- D. Ancient Egyptian civilization developed near extensive forested regions.

23. Which statement **best** explains how the specialization of skilled craftsmen helped civilizations develop?
- A. Their work eliminated the need for agricultural production.
 - B. Their work reduced dependence on government.
 - C. Their work increased hunter-and-gatherer activities.
 - D. Their work allowed some people to focus on other tasks.
24. Use the image and your knowledge of social studies to answer the question.

Coin from Ancient Greece (c. 465 B.C.)

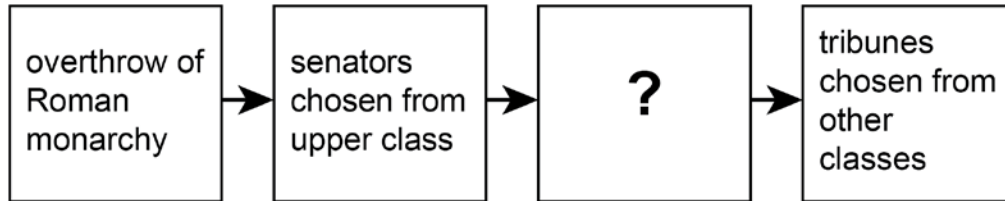


Which statement **best** describes a result of the development and use of metal coins in ancient Greece?

- A. Metal coins provided Greeks with a standard unit of value for goods.
- B. Metal coins discouraged foreign merchants from trading with Greek city-states.
- C. Metal coins reduced the ability of poor Greeks to build large fortunes.
- D. Metal coins encouraged people to barter for goods in most Greek city-states.

25. Use the flow chart and your knowledge of social studies to answer the question.

The Development of the Roman Republic



Which phrase **best** completes the flow chart?

- A. appeal for government controlled by dictators
- B. political and economic rights for enslaved people
- C. desire for a more representative government
- D. emperors replaced by consuls and senators

26. Use the image and your knowledge of social studies to answer the question.

The Pantheon

This photograph shows the Pantheon. It is located in Rome and was built between 27 B.C. and A.D. 126. The Pantheon is topped by the world's largest all-concrete dome.



Which statement about the achievements of Roman civilization is **best** supported by the image?

- A. Many Roman citizens believed the gods protected buildings from destruction and decay.
- B. Roman architects wanted to attract the interest of leaders from other cities and civilizations.
- C. Many Roman citizens provided free labor to help construct large and elaborate buildings.
- D. Roman architects developed advanced building designs and construction techniques.



You have come to the end of Session 1 of the test.

- **Review your answers from Session 1 only.**
- **Then, close your test booklet and sit quietly or read silently.**



NO TEST MATERIALS

Session 2 Directions

Directions:

Today, you will take Session 2 of the Grade 6 Social Studies Practice Test.

Read each source and question. Then, follow the directions to answer each question. Mark your answers by circling the correct choice. If you need to change an answer, be sure to erase your first answer completely. You may look back at the sources when needed.

Some of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.

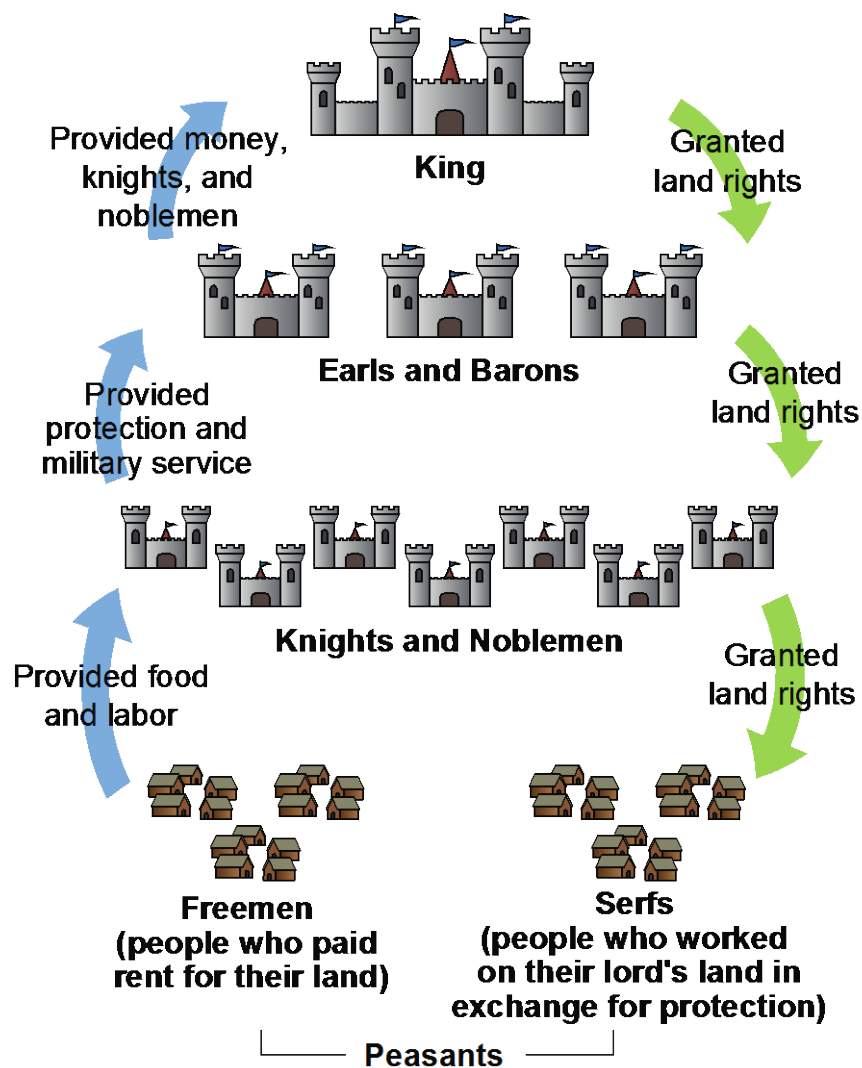
If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

Read and study the sources about feudalism during the Middle Ages. Then use the four sources and your knowledge of social studies to answer the questions.

Source 1

The Feudal System

This graphic shows the basic structure of the feudal system in Western Europe during the Middle Ages.



Source 2

Excerpt from *Middle Ages* (1897)

by J. H. Robinson

In this excerpt, the author quotes a description written in 1265 of an English manor house. This is where the lord of the manor lived with his family, gave legal judgments, collected taxes, and provided protection to the peasants who lived on his land.

[The lord of the manor] received . . . a sufficient and handsome hall¹. . . On the western side [of the hall] is a worthy bed on the ground, a stone chimney, [and] a wardrobe. . . . [A]t the eastern end [of the hall] is a pantry and a buttery². . . . There is a decent chapel covered with tiles, a portable altar, and a small cross. . . . There [is] a good kitchen covered with tiles, with a furnace and ovens, . . . two tables, and alongside the kitchen a small house for baking. Also a new granary³ covered with oak shingles, and a building in which the dairy is contained . . . These are within the inner gate.

[O]utside of that gate are an old house for the servants . . . [and] two barns, one for wheat and one for oats. These buildings are enclosed with a moat, a wall, and a hedge.

¹**hall**: the main room of the manor house

²**buttery**: room where leftover food and drink are stored

³**granary**: building where grain is stored

Source 3

Boats Leave a City by Night
by Egerton

This painting was created around 1480. It shows a large English town surrounded by the countryside and protected by a wall. Traders carrying bags of goods come and go on foot and by boat near a town gate. In the upper left corner of the painting, an army can be seen entering through another gate of the town.



Source 4**Excerpt from *Feudalism and Village Life in the Middle Ages* (2006)
by Mercedes Padrino**

Freedom was a source of status within a village but not the only source. . . . The amount of property a person controlled was a second source of status. Serfs . . . sold each other parts of the land they got from the lord, as if they owned it. Lords did not interfere with the deals. . . . By 1300, peasants who had more land or animals than others became the leading people in the village, regardless of whether they were serfs or freemen. Those without the means to support a family had the lowest status in village society.

Source 4: Excerpt from *Feudalism and Village Life in the Middle Ages* by Mercedes Padrino. Copyright © 2006 World Almanac Library. Reprinted with permission of Gareth Stevens Publishing.

27. Based on Source 1, which statement **best** describes an important characteristic of feudalism during the Middle Ages?
- A. Land was exchanged for loyalty at all levels of society.
 - B. Freeman and peasants paid taxes directly to the king.
 - C. The separation of church and state was clear in politics.
 - D. Democracy encouraged peasants to participate in the government.
28. Based on Source 1, which statement **best** describes society in the feudal system?
- A. Society was based on equality between men and women.
 - B. Society discouraged cooperation between social classes.
 - C. Society gave people many individual freedoms.
 - D. Society had defined social roles for people.
29. Using Source 4, which statement **best** describes the status of peasants in the feudal system?
- A. Peasants could improve their standing in the village if they gained land or livestock.
 - B. Peasants were more valued in the feudal hierarchy than barons or knights.
 - C. Peasants were denied the chance to acquire land and possessions of their own.
 - D. Peasants who traveled to foreign countries had the highest status.
30. Using Source 1 and Source 2, which statements explain how the money raised by nobles collecting taxes **most likely** affected manor societies?

Select the **two** correct answers.

- A. The money was used to build homes for the poor.
- B. The money was used to make improvements to manor houses.
- C. The money was given to the peasant class.
- D. The money was given to the king to pay expenses.
- E. The money was used to make improvements to local schools.
- F. The money was used to improve working conditions.

31. Using Source 3, which statement explains how trade **most likely** influenced economic growth during the feudal period?
- A. Trade encouraged peasants to buy land to build their own towns.
 - B. Trade helped towns expand and increase their wealth.
 - C. Trade allowed noblemen to leave their towns and open new businesses.
 - D. Trade encouraged the king to decrease rents paid to the lords of towns.
32. Feudalism was a system that had benefits for both the nobility and peasants.

Write the phrases about feudalism in the correct columns of the chart to show **two** benefits of feudalism for the nobility and **two** benefits of feudalism for peasants.

Phrases:

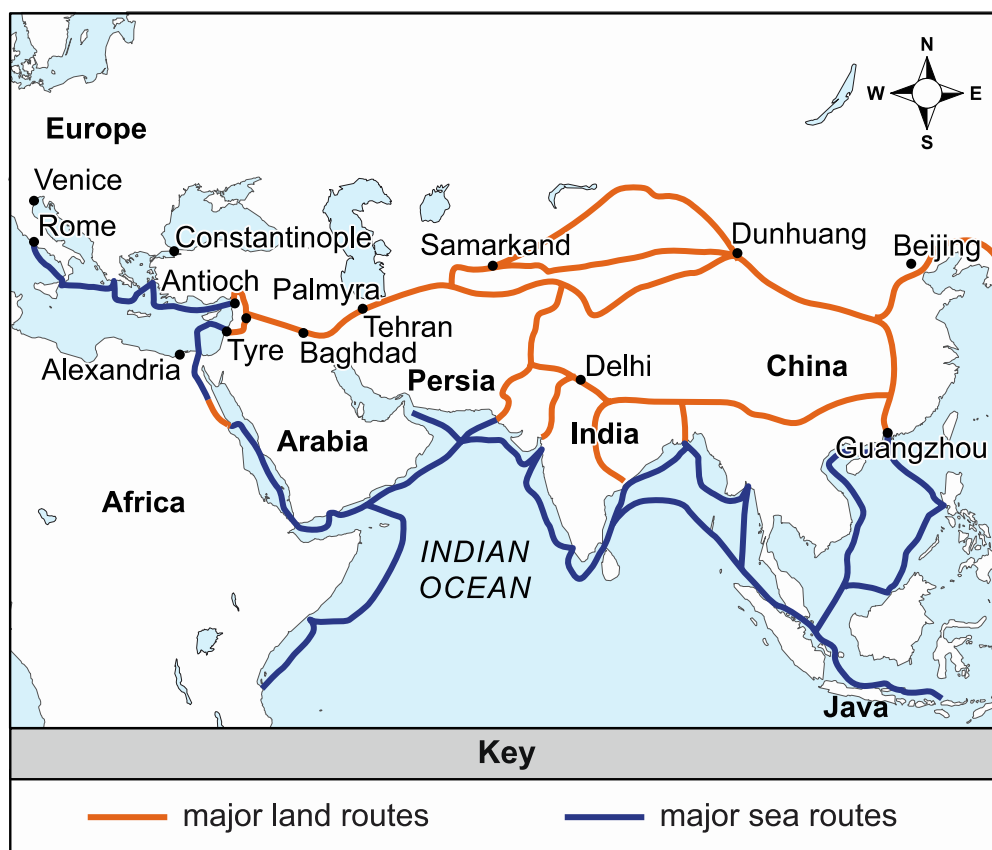
- allowed them to focus on defense of a specific area
- allowed them to disobey laws made by the monarch
- provided them with land to grow crops
- provided them with a steady supply of workers
- provided them with military protection
- allowed them to make treaties with foreign kings

Benefits of Feudalism for the Nobility	Benefits of Feudalism for Peasants

Read and study the sources about the Silk Road. As you read the four sources, think about how the Silk Road affected the economic and social development of Europe and Asia. After you read the sources, answer the questions.

Source 1

Major Routes of the Silk Road (c. 200 B.C.–A.D. 1450)



Source 2

Adapted from *The Travels of Marco Polo*

This excerpt is from a book written by Marco Polo, a merchant from Venice who traveled along the Silk Road to China during the thirteenth century. In this excerpt, Polo describes how paper money was made in the city of Beijing.

In this city is the mint¹ of the grand khan². He produces money using the following process. He causes bark to be turned into paper. When ready for use, he has it cut into pieces of money of different sizes, nearly square, but somewhat longer than they are wide.

This paper currency is circulated³ in every part of the grand khan's kingdom. No person dares, at the risk of his life, to refuse to accept it in payment. All his subjects receive it without hesitation because they can use it again in the purchase of merchandise such as pearls, jewels, gold, or silver. With it every article may be obtained.

All his majesty's armies are paid with this currency, which is of the same value as if it were gold or silver. It is clear that the grand khan has more treasure than any other sovereign in the universe.

¹**mint**: place where money is made

²**grand khan**: highest emperor

³**circulated**: distributed

Source 3

A Customs Post on the Silk Road

This photograph shows an ancient Chinese customs post located near Dunhuang, China. Customs posts were places where traders paid taxes and tariffs on goods.



Source 4

**Excerpt from *Silk Road: Spreading Ideas and Innovations*
by John Major**

This excerpt is from an essay written by John Major, a scholar with the Asia Society. In this excerpt, he describes the historical importance of the Silk Road.

Ideas, inventions, devices and techniques spread readily and far along the Silk Road, and the traffic was . . . a multi-way street. In the process the Silk Road enriched not just the merchants who carried and exchanged goods, but the people of countries and cultures all across Eurasia¹.

¹**Eurasia:** Europe and Asia

Source 4: Excerpt from *Silk Road: Spreading Ideas and Innovations* by John Major.
Copyright © 2016 Asia Society. Reprinted by permission of Asia Society.

33. Which statement explains why Roman merchants **most likely** took long journeys along the Silk Road, as shown in Source 1?
- A. The merchants were forced by the Roman Empire to participate in trade along the road.
 - B. The merchants hoped to find new places along the road for the Roman Empire to colonize.
 - C. The merchants were prohibited by law from conducting trade within the Roman Empire.
 - D. The merchants wanted to gain access to goods that were produced in areas beyond the Roman Empire.
34. Using Source 2, which statement describes a reason China **most likely** used paper money?
- A. Paper money encouraged people to grow crops that were more valuable.
 - B. Paper money allowed Chinese officials to track the goods that people purchased.
 - C. Paper money provided the Chinese people with a reliable way to pay for goods.
 - D. Paper money was used by the government to make large loans to merchants.
35. Based on Source 3, which statement **best** describes an outcome of the growth of trade along the Silk Road?
- A. China collected taxes from trade caravans traveling along the road.
 - B. China built a series of forts along the road to provide travelers with places to rest.
 - C. China expanded its navy near areas along the road that were close to seacoasts.
 - D. China hired foreign traders to serve as customs officials along the road.

36. Which statement explains why the Han Dynasty **most likely** expanded the Silk Road, as shown in Source 1?
- A. The Han Dynasty wanted to find countries to conquer and control.
 - B. The Han Dynasty wanted to increase trade with countries in Europe and Asia.
 - C. The Han Dynasty's scholars wanted to understand Western philosophies.
 - D. The Han Dynasty's government officials wanted to adopt democratic principles.

GO ON TO NEXT PAGE

- As you write, follow the directions below.

- [illegible]

[illegible]

[illegible]



You have come to the end of Session 2 of the test.

- Review your answers from Session 2 only.
- Then, close your test booklet and sit quietly or read silently.



NO TEST MATERIALS

Session 3 Directions

Directions:

Today, you will take Session 3 of the Grade 6 Social Studies Practice Test.

Read each source and question. Then, follow the directions to answer each question. Mark your answers by circling the correct choice. If you need to change an answer, be sure to erase your first answer completely. You may look back at the sources when needed.

Some of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.

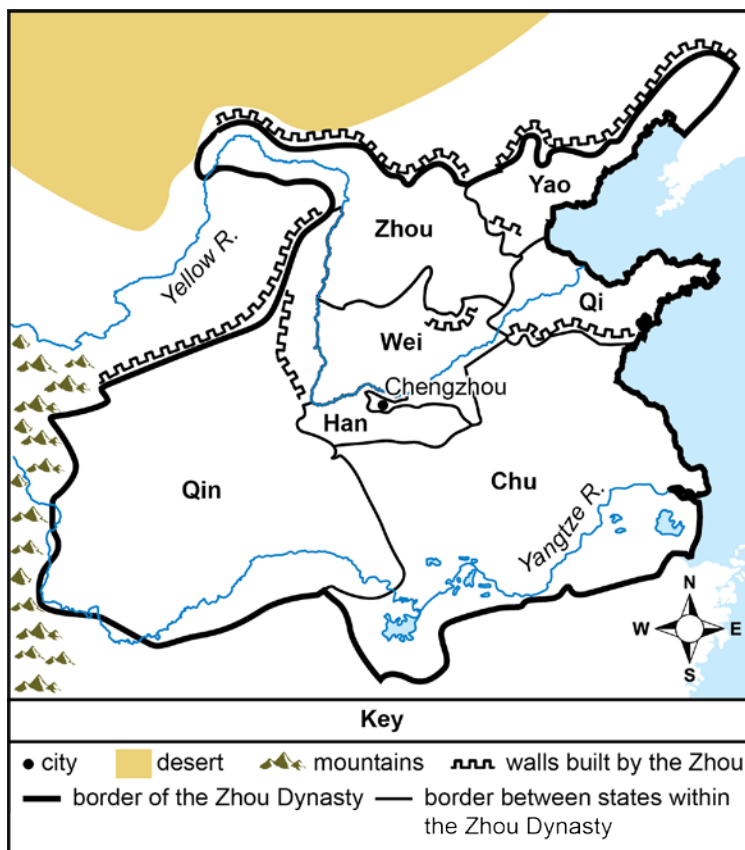
If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

Read and study the sources about the Zhou Dynasty of ancient China. Then use the four sources and your knowledge of social studies to answer the questions.

Source 1

The Zhou Dynasty (c. 1046–771 B.C.)

This map shows the territory controlled by the Zhou Dynasty during the time period when the dynasty was its most powerful.



Source 2

Chinese Culture during the Zhou Dynasty

Government	
Mandate of Heaven	Idea that heaven granted the Zhou king the right to rule based on his ability to govern well
Feudalism	Practice of dividing geographic areas into sections of land that were granted by lords to peasants, who worked on the land in exchange for protection
Agriculture and Economics	
Irrigation	A system of canals that redirected water from rivers and waterways to crops growing in fields
Manufacturing and Trade	Merchants and artisans ¹ made and traded goods on behalf of their lords
Copper Coins	Currency used for trade that reduced bartering
Advancements and Achievements	
Innovations and Inventions	Bronze casting, iron working, glassmaking, compass making, mapmaking, silk and linen production
Philosophy	
Confucianism	Belief that people should act ethically and have great respect for families and social order

¹artisans: workers skilled in a trade

Source 3

Excerpt from *China, Korea, and Japan to 1800* (2010)

by Sanderson Beck

In this excerpt, the author describes the government of the Zhou Dynasty.

The early Zhou kings continually emphasized the importance of ruling by virtue¹. . . Overseers were advised not to [use] violence and oppression² but to show [respect] for the friendless. . . .

[Two nobles] advised the king to be aware that the favor of heaven is not certain but must be continually earned. . . . If the king avoids excessive violence and capital punishment, the people will imitate [him]. . . . [The] people were encouraged to work hard and prosper. . . . The Duke of Zhou claimed that heaven helped the Zhou . . . because heaven supports the virtuous and punishes wrong-doers. . . .

[The] early Zhou governments were to continue in China for about three thousand years. The Prime Minister . . . [led] the management of the officers and secured [structure and order] in the kingdom. The Minister of Instruction was responsible for education in the states, diffusing³ knowledge . . . and training the military in obedience. The Minister of Religions presided over ceremonies and regulated religious services. The Minister of War oversaw the military forces and the security of the borders. The Minister of Crime enforced the laws by [arresting] and punishing wrong-doers. The Minister of Works presided over the land, the four classes of people, and the proper seasons for farming.

¹**by virtue:** with kindness and fairness

²**oppression:** unjust treatment

³**diffusing:** spreading

Source 4

The Zhou Dynasty



Source 3: Excerpt from *China, Korea, and Japan to 1800* by Sanderson Beck. Copyright © 2010 by Sanderson Beck. Reprinted by permission of the author.

38. Based on Source 1, which geographic feature **most likely** influenced the development of the Zhou Dynasty?
- A. The mountains provided resources that could be traded with neighboring kingdoms.
 - B. The rivers provided transportation routes that supported the growth of cities.
 - C. The rocky landscape provided building materials for homes that kept people safe.
 - D. The deserts provided a protective barrier that prevented invasions from the south.
39. Based on Source 2 and Source 3, which philosophy was shared by early Zhou kings and Confucianism?
- A. Society should focus on farming using basic technology.
 - B. Skilled workers should receive high pay to produce quality goods.
 - C. The people should follow the rules of society to maintain peace.
 - D. The government should control the people by using force.
40. Based on Source 2 and Source 4, which Chinese invention **most** helped the Zhou Dynasty to expand in size?
- A. cast iron, which was used to make weapons used to fight in wars
 - B. bronze vessels, which stored agricultural goods and valuable items
 - C. compasses, which allowed sailors to navigate the world around them
 - D. copper coins, which encouraged merchants to start bartering goods

41. Based on Source 2 and Source 3, which principles were encouraged by the Zhou Dynasty to maintain the economic system in China?

Select the **two** correct answers.

- A. creating a society without strict laws and rules
 - B. rejecting a system that used coins as currency
 - C. accepting the established social structure
 - D. studying philosophies that emphasized individual rights
 - E. developing agricultural methods that improved productivity
 - F. hiding income to avoid owing and paying taxes
42. Based on Source 2, Source 3, and Source 4, which statement explains the **most likely** reason why the Zhou Dynasty ruled China longer than other dynasties did?
- A. Economic systems ensured that most people became wealthy.
 - B. Religious systems maintained a strict social structure.
 - C. Legal systems guaranteed jury trials for people accused of crimes.
 - D. Government systems efficiently managed the large kingdom.

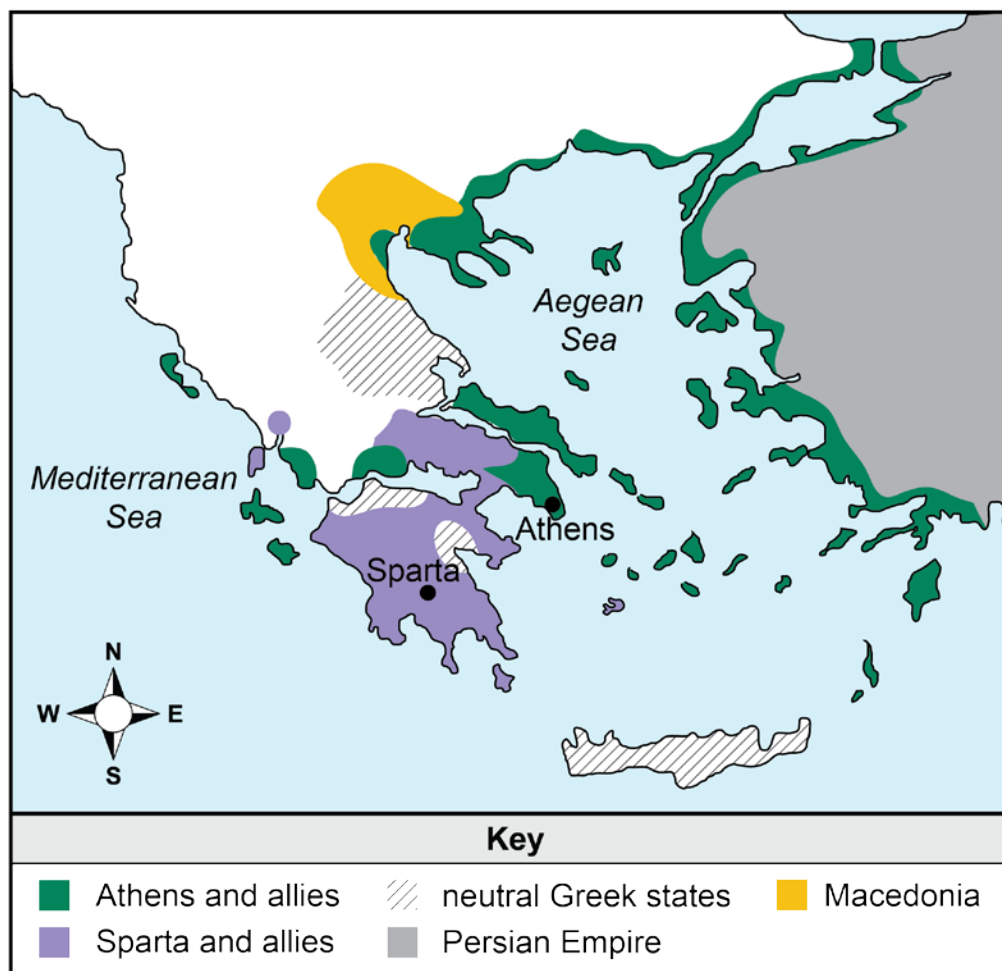
GO ON TO NEXT PAGE

Read and study the sources about ancient Greece and the Greek city-state of Athens. Then use the three sources and your knowledge of social studies to answer the questions.

Source 1

Ancient Greece (c. 432 B.C.)

This map shows ancient Greece before the Peloponnesian War.



Source 2

Characteristics of Ancient Athens

Government	<ul style="list-style-type: none">• Classified as a direct democracy• Allowed citizenship and voting rights only to free adult males who owned land• Citizens voted in the Assembly, which passed laws and elected leaders• Required all residents to follow Athenian laws
Foreign Policy Goals	<ul style="list-style-type: none">• Expand trade networks• Secure and keep control over foreign territories
Economy	<ul style="list-style-type: none">• Placed a high importance on trade• Many agricultural goods came from other territories
Social Organization	<ul style="list-style-type: none">• Included many social classes• Excluded most women from taking part in cultural and political events outside the home
Military	<ul style="list-style-type: none">• Made up of males who volunteered to serve in the army and the navy• Included enslaved people and the poor• Used the navy to secure trade and control territories
Values	<ul style="list-style-type: none">• Emphasized cultural achievement in areas such as the arts, architecture, literature, medicine, and science

Source 3

Excerpt from *The Republic*
by Plato

This excerpt is from The Republic written by Plato, a philosopher from Athens. In this excerpt, Plato (Speaker One) has a conversation with another man (Speaker Two) about government.

Speaker One: Democracy . . . is the form of government in which the magistrates¹ are commonly elected by lot².

Speaker Two: Yes . . . that is the nature of democracy. . . .

Speaker One: And [in the government] where freedom is, the individual is clearly able to order for himself his own life as he pleases?

Speaker Two: Clearly. . . .

Speaker One: This, then, seems likely to be the fairest of States. . . . [And] there are many men to whom this State . . . will appear to be the fairest of States.

Speaker Two: Yes.

Speaker One: Yes, my good Sir, and there will be no better in which to look for a government.

¹**magistrates**: important public officials, including judges

²**elected by lot**: chosen by randomly pulling names from a container that holds the names of all candidates

44. Based on Source 1, which statement **best** compares the boundaries of ancient Athens to those of Sparta before the Peloponnesian War?

- A. Athens had few allies and territorial possessions, while Sparta had many allies.
- B. Athens and Sparta were both close to gaining permission for trade with Persia.
- C. Athens extended along the coast, while Sparta was mainly in one area.
- D. Athens and Sparta were allies that shared many territories.

45. Based on Source 2, which statements **best** describe Athenian democracy?

Select the **two** correct answers.

- A. Most agricultural goods were exported to foreign territories.
- B. Some women filled important elected positions in the Assembly.
- C. Military service qualified people to vote in Athens.
- D. Citizens of Athens voted in elections and on laws.
- E. People who owned land were excluded from elections.
- F. The laws affected everyone living in Athens.

46. Using Source 2, which statement **best** explains how the actions of citizens in Athens reflected the ideals of Athenian democracy?

- A. By voting in elections, they showed a sense of civic responsibility for all of Athens.
- B. By participating in the Assembly, they showed the value of trading partnerships.
- C. By allowing women to serve in government, they showed the importance of equality.
- D. By volunteering for military service, they showed their desire for peace with other nations.

47. Based on Source 3, which statement **best** describes an idea from Plato that became a basic principle for most democracies that exist today?
- A. Most people are interested in running for public office or becoming a magistrate.
 - B. Government should protect the rights of individuals to make decisions for themselves.
 - C. Some leaders should remain in public offices for their entire lifetimes.
 - D. Government is most effective in cities and states with large populations.
48. Using Source 2, which statement **best** explains how the ancient Athenian government influenced the U.S. government?
- A. Territorial expansion is necessary.
 - B. Women can have a role in politics.
 - C. Freedom of religion is a basic right.
 - D. Citizens can choose their leaders.

49. Write the descriptions from the list in the chart to show the strengths and weaknesses of ancient Athens. There are **two** correct strengths and **two** correct weaknesses.

Descriptions:

The empire was spread over a large area.

Women participated in public life.

Citizens controlled decision-making.

Intellectual accomplishments were given little value.

Many people were denied citizenship.

The navy protected trade.

Strengths of Ancient Athens	Weaknesses of Ancient Athens

50. Use the timeline and your knowledge of social studies to answer the question.

Events Related to the Development of Agriculture and Civilization



Which statement about the development of early agriculture is **best** supported by the information in the timeline?

- A. The domestication of animals allowed people to travel farther from their homes.
- B. Improvements in agriculture allowed people to establish permanent settlements in many locations.
- C. Advances in farming methods decreased the need for trade between civilizations.
- D. The success of agriculture depended on the widespread availability of irrigation technology.

51. Use the map and your knowledge of social studies to answer the question.

The Shang Dynasty in China (c. 1600–1046 B.C.)



Which statement **best** describes the relationship between geography and the Shang Dynasty in China?

- A. The dynasty's major cities were developed in the Yellow River Valley.
- B. The dynasty's population centers developed in regions along the coast of China.
- C. The dynasty's leaders established a kingdom that extended throughout Asia.
- D. The dynasty's armies were able to easily defend Chinese cities from attack.

52. Use the excerpt and your knowledge of social studies to answer the question.

Excerpt from *An Introduction to Hinduism* (1996)
by Gavin Flood

In this excerpt, professor of religion Gavin Flood discusses the history of Hinduism.

Hinduism is not a single religion but embraces¹ many traditions.

Hinduism has no definite starting point. The traditions which flow into Hinduism may go back several thousand years . . .

Although there is an emphasis on personal spirituality, Hinduism's history is closely linked with social and political developments, such as the rise and fall of different kingdoms and empires.

¹**embraces:** includes

Source: Excerpt from *An Introduction to Hinduism* by Gavin Flood. Copyright © 1996 by Gavin Flood. Reprinted by permission of Cambridge University Press.

Which statement about the spread of Hinduism is **best** supported by the information in the excerpt?

- A. The spread of Hinduism was very similar to the spread of most other religions.
 - B. Hinduism spread from its place of origin in the west to other continents.
 - C. The spread of Hinduism was linked to the expansion of society.
 - D. Hinduism spread to all parts of the world within a hundred years of its founding.
53. Which statement describes how the Roman Republic **most** influenced the development of democracy?
- A. The Roman Republic guaranteed the rights of citizenship to everyone in society.
 - B. The Roman Republic limited the amount of power any one government official could possess.
 - C. The Roman Republic required the consuls to act in the interests of women.
 - D. The Roman Republic established the first legal code that defined punishments for specific crimes.

54. Use the excerpt and your knowledge of social studies to answer the question.

Excerpt from *The Conquest of Poverty* (1973)

by Henry Hazlitt

This excerpt by Henry Hazlitt, an economic historian, is about social reforms that were introduced in ancient Rome around 120 B.C.

Among the [social] reforms . . . proposed [in Rome] was [a system in which] the government [acquired] an adequate supply of wheat to be sold at low and fixed prices. . . .

Anyone willing to stand in the bread line could take advantage of the low prices.

Two pounds of bread were issued to all registered citizens who applied. In addition, pork, olive oil, and salt were distributed free at regular intervals.

When Constantinople was founded, the right to relief¹ was attached to new houses in order to encourage building.

¹**relief**: help from the government

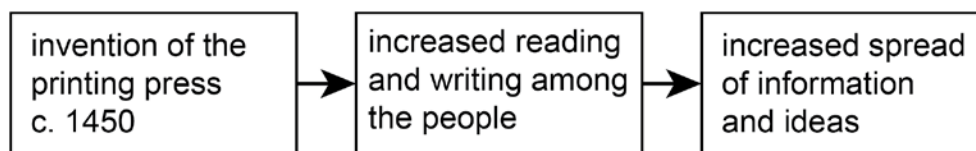
Source: Excerpt from *The Conquest of Poverty* by Henry Hazlitt. Copyright © 1973 Henry Hazlitt. Reprinted by permission of the Foundation for Economic Education.

Which statement explains the **most likely** effect of the Roman government providing food to its citizens?

- A. Rome developed a barter system of trade.
- B. Rome limited its dependence on imported food.
- C. Rome limited the outbreak of rebellion by the people.
- D. Rome developed a system of democratic government.

55. Use the flow chart and your knowledge of social studies to answer the question.

The Printing Press



Which effect did the invention of the printing press have on Europe during the Renaissance?

- A. the formation of new monarchies and feudal systems
- B. the adoption and successful use of new agricultural methods
- C. the establishment of new trade routes and trading centers
- D. the exchange and practice of new scientific theories





You have come to the end of Session 3 of the test.

- **Review your answers from Session 3 only.**
- **Then, close your test booklet and sit quietly or read silently.**



STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION TEST SECURITY POLICY¹

The State Board of Elementary and Secondary Education approved a Test Security Policy on December 10, 1998. This has been periodically revised.

The Board of Elementary and Secondary Education holds the test security policy to be of utmost importance and deems any violation of test security to be serious.

The State Superintendent of Education may disallow test results that may have been achieved in a manner that is in violation of test security.

In cases in which test results are not accepted because of a breach of test security or action by the Louisiana Department of Education, any programmatic, evaluative, or graduation criteria dependent upon the data shall be deemed not to have been met.

Any teachers or other school personnel who breach test security or allow breaches in test security shall be disciplined in accordance with the provisions of R.S. 17:416 et seq., R.S. 17:441 et seq., R.S. 17:81.6 et seq., policy and regulations adopted by the Board of Elementary and Secondary Education, and any and all laws that may be enacted by the Louisiana Legislature.

¹ Excerpts from *Bulletin 118*

The mission of the Louisiana Department of Education (LDOE) is to ensure equal access to education and to promote equal excellence throughout the state. The LDOE is committed to providing Equal Employment Opportunities and is committed to ensuring that all its programs and facilities are accessible to all members of the public. The LDOE does not discriminate on the basis of age, color, disability, national origin, race, religion, sex, or genetic information. Inquiries concerning the LDOE's compliance with Title IX and other civil rights laws may be directed to the Attorney, LDOE, Office of the General Counsel, P.O. Box 94064, Baton Rouge, LA 70804-9064; 877.453.2721 or customerservice@la.gov. Information about the federal civil rights laws that apply to the LDOE and other educational institutions is available on the website for the Office of Civil Rights, USDOE, at <http://www.ed.gov/about/offices/list/ocr/>.

This project is made possible through a grant awarded by the State Board of Elementary and Secondary Education from the Louisiana Quality Education Support Fund—8(g).

This public document was published at a cost of \$39,939. This web-only document was published for the Louisiana Department of Education, Office of Academic Policy and Analytics, P.O. Box 94064, Baton Rouge, LA 70804-9064, by Data Recognition Corporation, 13490 Bass Lake Road, Maple Grove, MN 55311. This material was published in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31 and in accordance with the provisions of Title 43 of the Louisiana Revised Statutes.

For further information or to anonymously report testing irregularities, call 1-844-268-7320.

STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION TEST SECURITY POLICY¹

The State Board of Elementary and Secondary Education approved a Test Security Policy on December 10, 1998. This has been periodically revised.

The Board of Elementary and Secondary Education holds the test security policy to be of utmost importance and deems any violation of test security to be serious.

The State Superintendent of Education may disallow test results that may have been achieved in a manner that is in violation of test security.

In cases in which test results are not accepted because of a breach of test security or action by the Louisiana Department of Education, any programmatic, evaluative, or graduation criteria dependent upon the data shall be deemed not to have been met.

Any teachers or other school personnel who breach test security or allow breaches in test security shall be disciplined in accordance with the provisions of R.S. 17:416 et seq., R.S. 17:441 et seq., R.S. 17:81.6 et seq., policy and regulations adopted by the Board of Elementary and Secondary Education, and any and all laws that may be enacted by the Louisiana Legislature.

¹ Excerpts from *Bulletin 118*

The mission of the Louisiana Department of Education (LDOE) is to ensure equal access to education and to promote equal excellence throughout the state. The LDOE is committed to providing Equal Employment Opportunities and is committed to ensuring that all its programs and facilities are accessible to all members of the public. The LDOE does not discriminate on the basis of age, color, disability, national origin, race, religion, sex, or genetic information. Inquiries concerning the LDOE's compliance with Title IX and other civil rights laws may be directed to the Attorney, LDOE, Office of the General Counsel, P.O. Box 94064, Baton Rouge, LA 70804-9064; 877.453.2721 or customerservice@la.gov. Information about the federal civil rights laws that apply to the LDOE and other educational institutions is available on the website for the Office of Civil Rights, USDOE, at <http://www.ed.gov/about/offices/list/ocr/>.

This project is made possible through a grant awarded by the State Board of Elementary and Secondary Education from the Louisiana Quality Education Support Fund—8(g).

This public document was published at a cost of \$39,939. This web-only document was published for the Louisiana Department of Education, Office of Academic Policy and Analytics, P.O. Box 94064, Baton Rouge, LA 70804-9064, by Data Recognition Corporation, 13490 Bass Lake Road, Maple Grove, MN 55311. This material was published in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31 and in accordance with the provisions of Title 43 of the Louisiana Revised Statutes.

For further information or to anonymously report testing irregularities, call 1-844-268-7320.

