

5th Grade Social Studies

Chapter 4: *i*LEAP Social Studies, Grade 5

This section describes the overall design of the *i*LEAP Social Studies test to be administered to students in grade 5. 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. 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 5 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.

Geography

The study of American history is integrally linked with the secondary focus of geography. The GLEs for grade 5 expect students to use geographic information, tools, and concepts in learning about human settlement and migration, the effect of the physical environment on human settlement patterns and economic activities, the use of natural resources, and human adaptations to the physical environment.

Students also learn characteristics and applications of various types of maps, how to use latitude and longitude, distance, directions, and symbols to locate places in the United States, and the reasons for European exploration and colonization in the world.

Students continue to employ Economics concepts as they describe economic interdependence among Europeans, the thirteen American colonies, and American Indians.

History

The GLEs for grade 5 center around a comprehensive study of American history from the time of early exploration to the development of conflict between the American colonies and Great Britain that led to the Revolutionary War. Students learn about indigenous cultures that existed in the Americas at the time of European exploration, trade between Europe, Africa, and the Americas, the characteristics and accomplishments of ancient American empires, the course and consequences of the Columbian Exchange, the arrival and impact of Africans in the Americas, the political and social structure of the thirteen British colonies, and the various religious groups in colonial America.

Students continue to employ historical thinking skills in understanding and analyzing American history and civics concepts in studying the origin and structure of American colonial governments.

Description of Stimulus Material

The test will incorporate **at least one of 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 Great Britain and the American colonies, a diagram showing the structure of early colonial governments, or a timeline outlining the major accomplishments of early explorers)
- An excerpt or article from a newspaper or 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 Mayflower Compact), 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 on 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 5 *i*LEAP Social Studies assessment.

Table 4.1: Grade 5 Social Studies Test Specifications

Strand/Category	% of Total Points
Geography	50
A. The World in Spatial Terms	
B. Places and Regions	
C. Physical and Human Systems	
D. Environment and Society	
History	50
A. Historical Thinking Skills	
B. United States History	
Total	100

Strands, Benchmarks, and GLEs Assessed

Louisiana’s Social Studies content standards encompass four strands: Geography, Civics, Economics, and History. At grade 5, 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 acquire a spatial understanding of Earth’s surface and the physical processes that shape it, and use geographic information and concepts as they study early America and how the United States developed.

Strand H: History—Time, Continuity, and Change

Standard: Students develop a sense of historical time and historical perspective as they learn about peoples and cultures in the study of early America and the settlement of the New 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 GLE for prekindergarten, “demonstrate an awareness of time,” begins the development of the concept “demonstrate an understanding of relative and absolute chronology by interpreting data presented in a timeline.” In subsequent grades, GLEs build on this historical thinking skills concept.

Most of the grade 5 GLEs are eligible for assessment on the *iLEAP* Social Studies test. Some, however, do not lend themselves to testing on a statewide assessment. For the Geography strand, GLE numbers 5 and 9 cannot be assessed in a multiple-choice format. For the Civics and Economics strands, GLE numbers 17, 18, and 19 are not directly measured by items in the grade 5 *iLEAP*. In addition, GLE numbers 20, 21, 22, 25 and 26 focus on historical thinking skills that require students to use outside resources unavailable during the test and cannot be assessed in a multiple-choice format. Finally, in accordance with the Comprehensive Curriculum, GLE number 40 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:

- Strand:** Geography
Categories: 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 5 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

- Characteristics, functions, and applications of various types of maps—*e.g., map projections, political map, physical map, resource map, precipitation/climate map, topographical/elevation map, grid system*
- Use of different maps, including comparing two different types of maps of the same area
- Interpretation of a map using key/legend, map symbols, distance scale, compass rose, cardinal (north, south, east, west) or intermediate directions (northeast, southeast, northwest, southwest), the equator, and latitude or longitude
- Location of major landforms and geographic features, places, and bodies of water on a map of the United States
 - Political features—*e.g., identification of all fifty states by shape and position, capital of the United States and other major U.S. cities*
 - Physical features—*e.g., Rocky Mountains, Appalachian Mountains, Mississippi River, Missouri River, Rio Grande River, Atlantic Ocean, Pacific Ocean, Gulf of Mexico, Great Lakes, Grand Canyon*

Places and Regions

- Types of settlements and patterns of land use in colonial America
- Ways that location and physical features influence the development or life in a region of the United States—*e.g., mountains as a barrier to westward expansion, location of cities near bodies of water*
- Physical and other characteristics used to define and distinguish regions in the United States—*e.g., climate, vegetation, culture, elevation*

Physical and Human Systems

- Influence of location and physical setting on the founding of the original thirteen colonies—*e.g., physical boundaries, economic activities, agriculture, harbors*
- Reasons why Europeans chose to explore and colonize the world—*e.g., find riches, gain religious freedom, spread Christianity, locate new trade routes/Northwest Passage*
- Trade of goods between the northern states and the southern states that led to economic interdependence among the thirteen colonies
- Geographic differences and similarities among the thirteen American colonies that led to political cooperation and conflict—*e.g., slavery, agriculture versus manufacturing, desire for more land to expand settlements*

Environment and Society

- Impact of human action on the physical environment of early America—*e.g., reduction in amount of wildlife and forests, drainage of swamps*
- Examples of how American Indians and Europeans adapted to living in the physical environment of North America—*e.g., built homes to keep out heat or floods, used wood for log cabin homes, lived in teepees or igloos*
- Natural resources used by the people in the United States—*e.g., water, forests, fossil fuels such as coal, oil, and natural gas*

History

Historical Thinking Skills

- Causes, effects, or impact of a given event in early American history—*e.g., ideas about architecture, religion, government, and food brought to the colonies by the Europeans; capture of New Amsterdam; French and Indian War; influence of American Indian culture and agriculture on the colonists; King Philip’s War; Fundamental Orders of Connecticut and the Mayflower Compact; religious intolerance in the colonies*
- Primary and secondary sources that describe key events or issues in early American history
 - Primary sources—*e.g., treaty, autobiography, historical document, historical speech or address, journal or diary entry, letter*
 - Secondary sources—*e.g., biography, novel, almanac, atlas or map, encyclopedia article, newspaper, textbook, play, movie*

United States History

- Identification and description of indigenous cultures and groups that existed in the Americas at the beginning of European exploration—*e.g., types of shelter, agricultural and hunting techniques, connection to the land, spiritual beliefs, various uses of animals*
- Triangular Trade that connected the Americas, Western Europe, and Western Africa, prior to 1620, including the goods each supplied and where they were shipped
- Compare/contrast Africans, Europeans, and Native Americans converging in the Western Hemisphere after 1492—*e.g., Spanish system of encomienda, contrast between indentured servitude and slavery*
- Ways cultures change through cultural diffusion, invention, and innovation—*e.g., blending of ideas, religions, literary traditions, foods, music, and art, trade of various animals, crops, and goods*
- Major early explorations and explorers and their reasons for exploration—*e.g., Magellan, La Salle, Columbus, Balboa, Coronado, de Soto, Cabot and Hudson, Cartier, Pizarro, Ponce de Leon*
- Impact of the Spanish conquests in the Americas on the Aztecs, Incas, and other indigenous peoples—*e.g., loss of gold, wealth, and land; decrease in native populations due to foreign diseases and forced labor; invasion of Cortez; spread of Christianity*

- Course and consequences of the Columbian Exchange, including the cultural, ecological, and economic impact—*e.g., goods, agricultural crops, and animals exchanged between Europe, the Americas, and West Africa*
- Influence of the arrival of Africans in the European colonies in the seventeenth century and the increase in the importation of slaves in the eighteenth century—*e.g., reasons for Spanish importation of slaves into their American colonies, reasons for extensive use of slaves in the southern colonies*
- Societal impact of the immersion of Africans in the Americas—*e.g., food, religion, increased population in the South, culture*
- Instances of conflict and cooperation between American Indians and European settlers—*e.g., buying of Indian land by settlers such as William Penn, fur trade between Indians and French settlers, French and Indian War, shared farming and building techniques, King Philip’s War*
- Role of religious groups in colonial American communities—*e.g., Salem witch trials, William Penn, Roger Williams, Anne Hutchinson, Catholics in Maryland, Quakers in Pennsylvania, Puritans in New England, Congregationalists in Massachusetts, Anglicans in Virginia, colleges founded by religious organizations, Great Awakening*
- Organization and structure of the thirteen British colonies that became the United States
 - Economic—*e.g., northern, middle, and southern colonies; royal colonies of the British crown*
 - Political—*e.g., governor, governor’s council, colonial assembly, right to vote and hold office granted only to white male landowners*
 - Social—*e.g., debtors prison in Georgia, religious culture*
- Reflections of European culture, politics, and institutions in American life—*e.g., names of colonies and cities based on names of British royalty, legal concept of trial by jury, legislative elections by the people, English language, colonial assemblies*
- Origins, characteristics, and major achievements of ancient American empires and complex societies in the Americas—*e.g., Inca, Maya, Aztec, Olmec, Anasazi*

Grade 5 Social Studies Standards, Benchmarks, and GLEs

The following chart presents **all** grade 5 Social Studies standards, benchmarks, and GLEs.

GRADE 5 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.	
<i>A. The World in Spatial Terms</i>	
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	<ol style="list-style-type: none"> 1. Describe the characteristics, functions, and applications of various types of maps (G-1A-M1) 2. Compare the uses of different types of maps, including two different types of maps of the same area (G-1A-M1)
G-1A-M2: interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns	<ol style="list-style-type: none"> 3. Interpret a map, using a map key/legend and symbols, distance scale, compass rose, cardinal or intermediate directions, and latitude and longitude (G-1A-M2) 4. Locate major landforms and geographic features, places, and bodies of water/waterways on a map of the United States (G-1A-M2)
G-1A-M3: organizing and displaying information about the location of geographic features and places by using mental mapping skills	<ol style="list-style-type: none"> 5. Translate a mental map into sketch form to illustrate relative location, size, and distances between places (G-1A-M3)
<i>B. Places and Regions</i>	
G-1B-M1: explaining and analyzing both the physical and human phenomena associated with specific places, including precipitation and settlement patterns	<ol style="list-style-type: none"> 6. Describe types of settlements and patterns of land use in Colonial America and suggest reasons for locations of cities and settlements (G-1B-M1)
G-1B-M2: identifying and describing significant physical features that have influenced historical events	<ol style="list-style-type: none"> 7. Identify ways in which location and physical features influence the development or life in a region of the United States (e.g., effects of natural barriers) (G-1B-M2)
G-1B-M3: identifying criteria used to define regions and explaining how and why regions change	<ol style="list-style-type: none"> 8. Identify physical or other criteria used to define regions and apply criteria to distinguish one region from another in the United States (G-1B-M3)
G-1B-M4: describing and explaining how personal interests, culture, and technology affect people’s perceptions and uses of places and regions	<ol style="list-style-type: none"> 9. Explain ways in which goals, cultures, interests, inventions, and technological advances affected perceptions and uses of places or regions in Colonial America (G-1B-M4)

C. Physical and Human Systems	
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	10. Describe the influence of location and physical setting on the founding of the original thirteen colonies (G-1C-M3)
G-1C-M4: analyzing types, patterns, and effects of human migration over time	11. Explain the reasons why Europeans chose to explore and colonize the world (G-1C-M4)
G-1C-M5: tracing local and worldwide patterns of cultural diffusion and analyzing their causes and effects	
G-1C-M6: comparing historical and contemporary patterns of economic interdependence	12. Describe the economic interdependence among the thirteen American colonies (G-1C-M6)
G-1C-M7: explaining how cooperation and conflict among people contribute to the political divisions on Earth’s surface	13. Explain how geographic differences and similarities among the thirteen American colonies contributed to political cooperation and conflict (G-1C-M7)
D. Environment and Society	
G-1D-M1: analyzing and evaluating the effects of human actions upon the physical environment	14. Describe the impact of human action on the physical environment of early America (G-1D-M1)
G-1D-M2: explaining and giving examples of how characteristics of different physical environments affect human activities	15. Explain and give examples of how Native Americans and Europeans adapted to living in a particular North American physical environment (G-1D-M2)
G-1D-M3: analyzing the worldwide distribution and utilization of natural resources	16. Identify the natural resources used by people in the United States (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	
Benchmarks	Grade-Level Expectations
C-1A-M1: explaining major ideas about why governments are necessary and evaluating competing positions on the purposes government should serve	
C-1A-M2: describing the essential characteristics of various systems of government	

C-1A-M3: explaining how the powers of the government are distributed, shared, and limited by the United States and Louisiana constitutions	
C-1A-M4: explaining the purposes of state constitutions and describing the relationship of state constitutions to the federal constitution	
C-1A-M5: describing the organization and major responsibilities of local, state, and national governments	17. Compare aspects of American colonial government (e.g., local, colonial governors, role of the British parliament and Crown) to present-day U.S. local, state, and national government (C-1A-M5)
C-1A-M6: identifying government leaders and representatives at the local, state, and national levels and explaining their powers and the limits on their powers	
C-1A-M7: explaining the importance of law in the American constitutional system and applying criteria to evaluate rules and laws	
C-1A-M8: explaining how public policy is formed, debated, and carried out at local, state, and national levels	
C-1A-M9: explaining the necessity of taxes and describing the purposes for which tax revenues are used	
C-1A-M10: identifying and evaluating different types of taxes	
B. Foundations of the American Political System	
<i>There are no Grade-Level Expectations for benchmarks in grade 5 for this category.</i>	
C. International Relationships	
<i>There are no Grade-Level Expectations for benchmarks in grade 5 for this category.</i>	
D. Roles of the Citizen	
<i>There are no Grade-Level Expectations for benchmarks in grade 5 for this category.</i>	
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	
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	
E-1A-M9: using economic concepts to help explain historic and contemporary events and developments	<p>18. Describe economic activities within and among American Indian cultures prior to contact with Europeans (E-1A-M9)</p> <p>19. Use economic concepts (e.g., supply and demand, scarcity, interdependence) to identify the economic motivations for European exploration and settlement in the Americas (E-1A-M9)</p>
<i>B. Individuals, Households, Businesses, and Governments</i>	
<i>There are no Grade-Level Expectations for benchmarks in grade 5 for this category.</i>	
<i>C. The Economy as a Whole</i>	
<i>There are no Grade-Level Expectations for benchmarks in grade 5 for this category.</i>	
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.	
<i>A. Historical Thinking Skills</i>	
Benchmarks	Grade-Level Expectations
H-1A-M1: describing chronological relationships and patterns	<p>20. Construct a timeline of key events in American history (beginnings to 1763) (H-1A-M1)</p> <p>21. Demonstrate an understanding of relative and absolute chronology by interpreting data presented in a timeline (H-1A-M1)</p>
H-1A-M2: demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred	22. Identify different points of view about key events in early American history (H-1A-M2)
H-1A-M3: analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history	23. Identify the causes, effects, or impact of a given event in early American history (H-1A-M3)

H-1A-M4: analyzing historical data using primary and secondary sources	24. Use both a primary and secondary source to describe key events or issues in early American history (H-1A-M4)
H-1A-M5: identifying issues and problems from the past and evaluating alternative courses of action	25. Identify historical issues or problems in early America and explain how they were addressed (H-1A-M5)
H-1A-M6: conducting research in efforts to answer historical questions	26. Conduct historical research using a variety of resources to answer historical questions related to early American history (H-1A-M6)
<i>B. United States History</i>	
H-1B-M1: identifying and describing characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450	27. Identify and describe indigenous cultures and groups that existed in the Americas at the beginning of European exploration (H-1B-M1) 28. Describe the trade that connected the Americas, Western Europe, and Western Africa prior to 1620, including the origins of the West Africa-European trade connection (H-1B-M1) 29. Compare and contrast Africans, Europeans, and Native Americans converging in the Western Hemisphere after 1492 (H-1B-M1)
H-1B-M2: explaining the cultural, ecological, and economic results of early European exploration and colonization	30. Explain that cultures change through cultural diffusion, invention, and innovation (H-1B-M2) 31. Describe major early explorations and explorers and their reasons for exploration (H-1B-M2) 32. Describe the Spanish conquests in the Americas including the impact on the Aztecs, Incas, and other indigenous peoples (H-1B-M2) 33. Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, and economic impact on Europe, the Americas, and West Africa (H-1B-M2)
H-1B-M3: describing the interactions among Native Americans, early Europeans, and Africans in the Americas	34. Describe the arrival of Africans in the European colonies in the seventeenth century and the increase in the importation of slaves in the eighteenth century (H-1B-M3) 35. Explain the societal impact of the immersion of Africans in the Americas (H-1B-M3) 36. Identify instances of both cooperation and conflict between Indians and European settlers (H-1B-M3)
H-1B-M4: tracing the emergence of religious freedom and changing political institutions in the English colonies	37. Describe and compare the various religious groups in colonial America and the role of religion in colonial communities (H-1B-M4)
H-1B-M5: analyzing the impact of European cultural, political, and economic ideas and institutions on life in the Americas	38. Describe the political, social, and economic organization and structure of the thirteen British colonies that became the United States (H-1B-M5) 39. Describe reflections of European culture, politics, and institutions in American life (H-1B-M5) 40. Explain why some colonists felt loyal to England due to their cultural, political, and economic ties to their homeland (H-1B-M5)

H-1B-M6: explaining the causes and course of the American Revolution and the reasons for the American victory	
H-1B-M7: explaining the impact of the American Revolution on the politics, society, and economy of the new nation	
H-1B-M8: relating the institutions and practices of government established during and after the American Revolution to the foundation of the American political system	
H-1B-M9: describing the territorial expansion of the United States and analyzing the effects on relations with Native Americans and external powers	
H-1B-M10: analyzing the changes and regional tensions created by Jacksonian democracy, the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement	
H-1B-M11: explaining and giving examples of the reform movements that occurred during the antebellum period and evaluating their impact on American society	
H-1B-M12: describing the causes and course of the Civil War and examining the impact of the war on the American people	
H-1B-M13: comparing and evaluating various reconstruction plans of the post–Civil War era	
H-1B-M14: describing the impact of industrialization in the United States	
H-1B-M15: describing the significant economic, political, social, and cultural changes that have occurred in the United States during the twentieth century	
H-1B-M16: identifying the causes and consequences of major world conflicts involving the United States	
H-1B-M17: describing the impact of the Great Depression and World War II on American society	
H-1B-M18: discussing significant developments and issues in contemporary United States history	
<i>C. World History</i>	
H-1C-M1: describing the earliest human communities	
H-1C-M2: explaining the emergence of agricultural societies around the world	

H-1C-M3: identifying the major characteristics of early civilizations in Mesopotamia, Egypt, and the Indus valley	
H-1C-M4: tracing the development and expansion of agricultural societies and the emergence of new states	
H-1C-M5: analyzing the political, social, and cultural consequences of population movements and militarization in Europe and Asia	
H-1C-M6: discussing and giving examples of technological and cultural innovation and change	
H-1C-M7: describing the classical civilizations and examining their interactions and influences	
H-1C-M8: describing and comparing the emergence of major religions and large-scale empires in the Mediterranean basin, China, and India	
H-1C-M9: tracing the expansion of major religions and cultural traditions and examining the impact on civilizations in Europe, Asia, and Africa	
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	
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	
H-1C-M12: explaining the developments and events that led to the political, social, cultural, and economic transformation of Europe	
H-1C-M13: describing the development and expansion of complex societies and empires in the Americas	41. Describe the origins, characteristics, and expansion of ancient American empires (e.g., Inca, Maya) and complex societies in the Americas (e.g., Aztec) (H-1C-M13)
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	
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	

<p>H-1C-M17: identifying the causes and worldwide consequences of major twentieth century conflicts</p>	
<p>H-1C-M18: identifying and discussing significant political, economic, social, cultural, and technological trends that have had an impact on the modern world</p>	
<p><i>D. Louisiana History</i></p>	
<p><i>There are no Grade-Level Expectations for benchmarks in grade 5 for this category.</i></p>	

Sample Test Items: Grade 5 Social Studies

Geography

The World in Spatial Terms

GLE 1—Describe the characteristics, functions, and applications of various types of maps (G-1A-M1)

- 1 Which type of map would provide information about how many people live in Louisiana?
- A historical map
 - B political map
 - C population map
 - D road map

Correct Answer: C

Match to GLE: This item asks students to identify the purpose of a population map. Other grade 5 iLEAP items that measure this GLE may relate to other types of maps and their characteristics, functions, and applications.

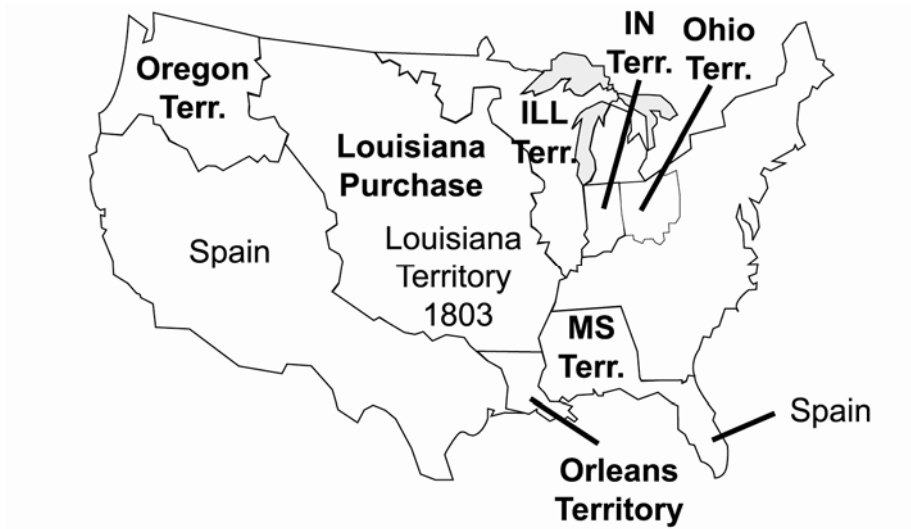
Geography

The World in Spatial Terms

GLE 2—Compare the uses of different types of maps, including two different types of maps of the same area (G-1A-M1)

Use these maps to answer question 2.

Territories in 1810



Major Rivers of the United States



2 Which river created a natural boundary for the Louisiana Purchase of 1803?

- A** Mississippi River
- B** Missouri River
- C** Ohio River
- D** Tennessee River

Correct Answer: A

Match to GLE: This item asks students to compare a map of territories in the continental United States to a map of major rivers. Other grade 5 iLEAP items that measure this GLE may ask students to compare maps in other ways.

Geography

The World in Spatial Terms

GLE 3—Interpret a map, using a map key/legend and symbols, distance scale, compass rose, cardinal or intermediate directions, and latitude and longitude (G-1A-M2)

Use this map to answer question 3.

Major U.S. Cities



- 3** An airplane is flying from Dallas, Texas, to San Francisco, California. In which direction is the airplane traveling?
- A** northwest
 - B** northeast
 - C** southwest
 - D** southeast

Correct Answer: A

Match to GLE: This item asks students to apply intermediate directions to a map of the continental United States. Other grade 5 iLEAP items that measure this GLE may relate to map key/legends and symbols, distance scale, compass rose, cardinal directions, and latitude and longitude.

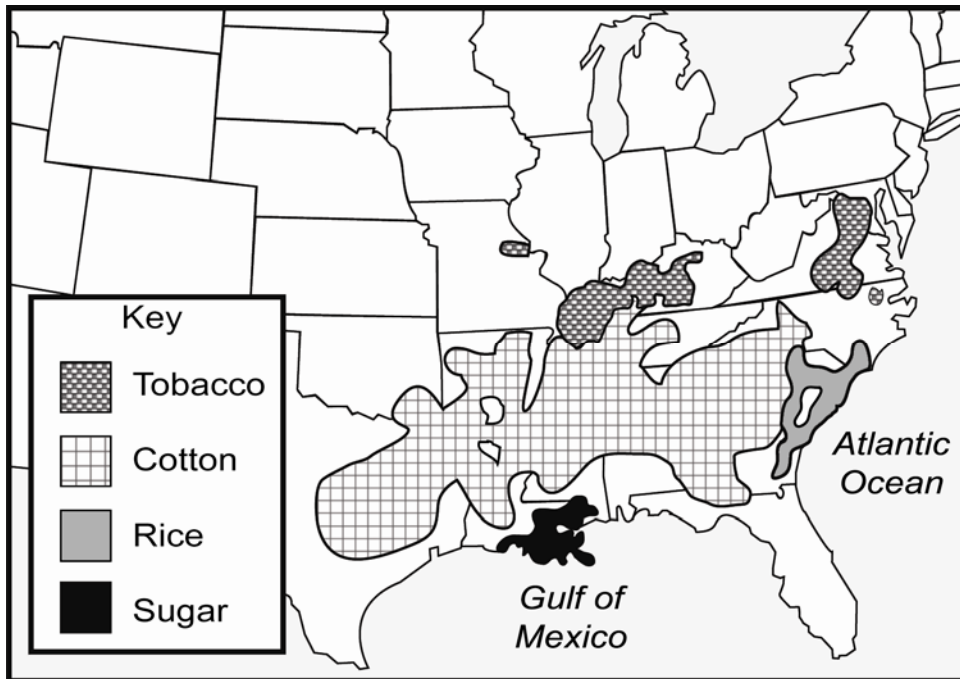
Geography

The World in Spatial Terms

GLE 3—Interpret a map, using a map key/legend and symbols, distance scale, compass rose, cardinal or intermediate directions, and latitude and longitude (G-1A-M2)

Use this map to answer question 4.

Slave Crops in the American South, 1860



- 4 This map shows where major crops were grown in the South, using labor from slaves. According to the map, what slave-labor crop covered the **greatest** amount of land?
- A tobacco
 - B rice
 - C cotton
 - D sugar

Correct Answer: C

Match to GLE: This item asks students to use a map key. Other grade 5 iLEAP items that measure this GLE may relate to symbols, distance scale, compass rose, cardinal and intermediate directions, and latitude and longitude.

Geography

The World in Spatial Terms

GLE 4—Locate major landforms and geographic features, places, and bodies of water/waterways on a map of the United States (G-1A-M2)

Use this map to answer question 5.

The Continental United States



- 5 Which of these U.S. states shares a border with both Canada and the Pacific Ocean?
- A Maine (ME)
 - B Minnesota (MN)
 - C California (CA)
 - D Washington (WA)

Correct Answer: D

Match to GLE: This item asks students to relate the location of a state to a major landform and body of water. Other grade 5 iLEAP items that measure this GLE may relate to other prominent features of maps of the United States.

Geography

The World in Spatial Terms

GLE 4—Locate major landforms and geographic features, places, and bodies of water/waterways on a map of the United States (G-1A-M2)

Use this map to answer question 6.

Key Regions of the United States



- 6 According to the map, the Great Plains region is located between
- A the Rocky Mountains and the Appalachian Mountains.
 - B the Appalachian Mountains and the Atlantic Ocean.
 - C the Rocky Mountains and the Pacific Ocean.
 - D the Appalachian Mountains and the Coastal Plain.

Correct Answer: A

Match to GLE: This item asks students to describe the location of a major region of the continental United States. Other grade 5 iLEAP items that measure this GLE may relate to other prominent features of maps of the United States.

Geography
Places and Regions

GLE 6—*Describe types of settlements and patterns of land use in Colonial America and suggest reasons for locations of cities and settlements (G-1B-M1)*

- 7** Most major cities in colonial America were located
- A** near bodies of water.
 - B** in the southern region.
 - C** near the mountains.
 - D** west of the Mississippi River.

Correct Answer: A

Match to GLE: This item asks students to describe a particular feature of land use in Colonial America. Other grade 5 iLEAP items that measure this GLE may relate to other types of settlements or patterns of land use in Colonial America or the reasons for locations of cities and settlements.

Geography
Places and Regions

GLE 7—Identify ways in which location and physical features influence the development or life in a region of the United States (e.g., effects of natural barriers) (G-1B-M2)

Use this map to answer question 8.



- 8** Which of these features made it **most** difficult for a settler to travel across the state of Colorado by covered wagon?
- A** lack of fresh water sources
 - B** extremely hot temperatures
 - C** thick vegetation and brush
 - D** high, snow-covered mountains

Correct Answer: D

Match to GLE: This item asks students to relate physical features of the United States with challenges in transportation and settlement. Other grade 5 iLEAP items that measure this GLE may relate to other ways that location and physical features impacted settlement and living in the United States.

Geography
Places and Regions

GLE 8—Identify physical or other criteria used to define regions and apply criteria to distinguish one region from another in the United States (G-1B-M3)

Use this map to answer question 9.

Key Regions of the Continental United States



- 9 This map shows the United States divided into four major regions. Which state is a Midwestern state?
- A Michigan (MI)
 - B Colorado (CO)
 - C Arkansas (AR)
 - D New Mexico (NM)

Correct Answer: A

Match to GLE: This item asks students to associate a state with a major region of the continental United States. Other grade 5 iLEAP items that measure this GLE may relate to regions of the United States in other ways.

Geography

Places and Regions

GLE 8—Identify physical or other criteria used to define regions and apply criteria to distinguish one region from another in the United States (G-1B-M3)

- 10** In colonial America, what was the **main** reason the southern colonies had more slaves than the northern colonies?
- A** Slavery was illegal in the northern colonies.
 - B** The southern colonies were more dependent upon farming.
 - C** There were no shipping ports along the North Atlantic coast.
 - D** The southern colonies had the largest cities in colonial America.

Correct Answer: B

Match to GLE: This item asks students to identify an economic distinction between the regions defined by the northern and southern colonies. Other grade 5 iLEAP items that measure this GLE may relate to regions of the United States in other ways.

Geography

Physical and Human Systems

GLE 10—Describe the influence of location and physical setting on the founding of the original thirteen colonies (G-1C-M3)

- 11** Which statement best describes how the environment influenced the economy of the colonies?
- A** The middle colonies developed a system of trade based mostly on fishing.
 - B** Large, snow-covered mountains made it difficult for the southern colonies to grow or trade crops.
 - C** The hot, humid weather in the south made it difficult to grow cash crops such as tobacco and rice.
 - D** Due to rocky soil and a harsh climate, New England colonies grew staple crops such as corn and squash.

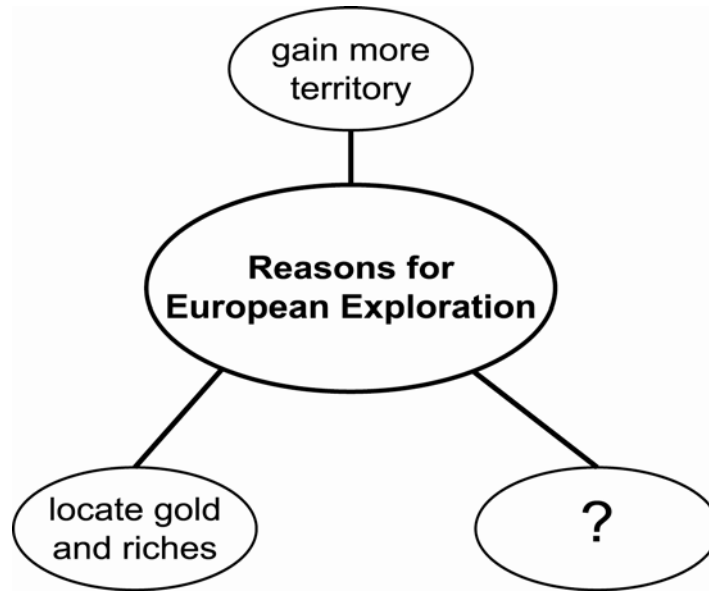
Correct Answer: D

Match to GLE: This item asks students to identify how the environment influenced the economy of the thirteen colonies. Other grade 5 iLEAP items that measure this GLE may relate to the ways that location and physical settings influenced the founding of the colonies.

Geography
Physical and Human Systems

GLE 11—*Explain the reasons why Europeans chose to explore and colonize the world (G-1C-M4)*

Use the concept web below to answer question 12.



12 Which of these best completes the concept web?

- A** spread disease
- B** build more ships
- C** find better trade routes
- D** share scientific knowledge

Correct Answer: C

Match to GLE: This item asks students to complete a concept web by identifying a reason for European exploration. Other grade 5 iLEAP items that measure this GLE may have students identify or describe reasons for European exploration and colonization in other ways.

Geography

Physical and Human Systems

GLE 11—*Explain the reasons why Europeans chose to explore and colonize the world (G-1C-M4)*

- 13** What was the **main** reason the Puritans immigrated to New England?
- A** to explore new lands
 - B** to gain religious freedom
 - C** to escape poverty
 - D** to live in warmer climates

Correct Answer: B

Match to GLE: This item asks students to identify the main reason that the Puritans immigrated to New England. Other grade 5 iLEAP items that measure this GLE may have students identify or describe reasons for European exploration and colonization in other ways.

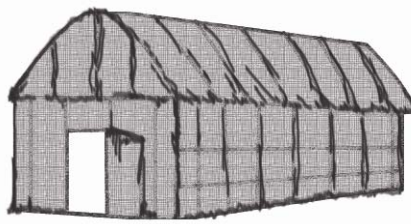
Geography

Environment and Society

GLE 15—*Explain and give examples of how Native Americans and Europeans adapted to living in a particular North American physical environment (G-1D-M2)*

Use the pictures below to answer question 14.

Types of Native American Homes



- 14** What is the **main** reason that different cultures of Native Americans had various types of homes?
- A** Homes were designed to protect families from wild animals.
 - B** The number of people was different from tribe to tribe.
 - C** Homes were built from natural resources that were found nearby.
 - D** Native Americans built their homes to look like the homes of European settlers.

Correct Answer: C

Match to GLE: This item asks students to connect physical environment with homebuilding by Native Americans. Other grade 5 iLEAP items that measure this GLE may have students identify or describe other ways that physical environment led to adaptations by Native Americans and European settlers.

Geography

Environment and Society

GLE 16—*Identify the natural resources used by people in the United States (G-1D-M3)*

15 Which natural resource is found in the Pacific Northwest?

- A** wheat
- B** cotton
- C** lumber
- D** oranges

Correct Answer: C

Match to GLE: This item asks students to identify a significant natural resource of the Pacific Northwest. Other grade 5 iLEAP items that measure this GLE may have students identify other natural resources used by people in other regions of the United States.

History

Historical Thinking Skills

GLE 23—Identify the causes, effects, or impact of a given event in early American history (H-1A-M3)

Use this chart to answer question 16.

Colonial Acts

Year(s)	Event
1663–1696	Navigation Acts require all colonial trade to be done with English ships. Heavy duties are placed on goods imported by the colonies.
1699	The Wool Act forbids the New England colonies to export wool.
1733	The Sugar Act imposes heavy duties on sugar imported from West Indies.
1750	The Iron Act limits the growth of the iron industry in the New England colonies.
1751	The Currency Act forbids the New England colonies to issue their own money.

- 16** This chart shows several acts the British passed during the colonial period. What was the **main** reason Great Britain passed these acts?
- A** to help the early colonists survive in America
 - B** to tighten control over colonial trade
 - C** to help the colonists form an independent government
 - D** to encourage competition among British colonies and other European settlements in America

Correct Answer: B

Match to GLE: This item asks students to identify the cause of various British acts. Other grade 5 iLEAP items that measure this GLE may relate to the causes, effects, or impact of other events in early American history.

History

Historical Thinking Skills

GLE 24—Use both a primary and secondary source to describe key events or issues in early American history (H-1A-M4)

Use this quotation to answer question 17.

And now I set on foot my first project of a public nature, that for a subscription library. I drew up the proposals . . . and . . . procured fifty subscribers of forty shillings each to begin with, and ten shillings a year for fifty years, the term our company was to continue. We afterwards obtain'd a charter, the company being increased to one hundred: this was the mother of all the North American subscription libraries, now so numerous. It is become a great thing itself, and continually increasing. These libraries have improved the general conversation of the Americans, made the common tradesmen and farmers as intelligent as most gentlemen from other countries, and perhaps have contributed in some degree to the stand so generally made throughout the colonies in defense of their privileges.

—*The Autobiography of Benjamin Franklin*, 1791

- 17** How did the creation of public libraries contribute to the growth of democracy in the American colonies?
- A** by promoting the growth of public business
 - B** by boosting the growth of the colonial printing industry
 - C** by making Benjamin Franklin more famous throughout the colonies
 - D** by allowing many more people to become educated about important ideas

Correct Answer: D

Match to GLE: This item asks students to interpret an excerpt from the Autobiography of Benjamin Franklin. Other grade 5 iLEAP items that measure this GLE may ask students to interpret other primary or secondary sources.

History

United States History

GLE 27—Identify and describe indigenous cultures and groups that existed in the Americas at the beginning of European exploration (H-1B-M1)

- 18** Native American Indian groups of the Southwest region adapted to their environment by
- A** building tepees, hunting large game, and using buffalo hides for clothing.
 - B** building longhouses, fishing and hunting, and using furs for clothing.
 - C** building adobe pueblos, growing maize, and weaving cotton yarn for clothing.
 - D** building cone-shaped bark houses, gathering acorns and nuts, and using deer hides and bark for clothing.

Correct Answer: C

Match to GLE: This item asks students to describe practices of the Native American Indians of the Southwest. Other grade 5 iLEAP items that measure this GLE may relate to other indigenous cultures and groups at the beginning of European exploration.

History

United States History

GLE 28—Describe the trade that connected the Americas, Western Europe, and Western Africa prior to 1620, including the origins of the West Africa-European trade connection (H-1B-M1)

- 19** The first African slaves were brought to the Americas to
- A** be servants for wealthy New England families.
 - B** build missions and settlements for the Spanish.
 - C** work on Portuguese sugar plantations in the Caribbean.
 - D** help colonists fight wars against the Native Americans.

Correct Answer: C

Match to GLE: This item asks students to identify an early reason for the forced importation of African slaves to the Americas. Other grade 5 iLEAP items that measure this GLE may relate to other aspects of early trade among the Americas, Western Europe, and Western Africa.

History

United States History

GLE 30—*Explain that cultures change through cultural diffusion, invention, and innovation (H-1B-M2)*

- 20** Between 1820 and 1860, immigration increased dramatically in the United States. Immigrants had an impact on American culture by
- A** creating a new money system.
 - B** forming their own political parties.
 - C** refusing to attend American schools.
 - D** spreading their customs, languages, and religions.

Correct Answer: D

Match to GLE: This item asks students to identify ways that nineteenth century immigration impacted American culture. Other grade 5 iLEAP items that measure this GLE may relate to other examples of cultural diffusion, invention, and innovation as they pertain to the history of the United States.

History

United States History

GLE 31—Describe major early explorations and explorers and their reasons for exploration (H-1B-M2)

- 21** During the late 1600s, Spain was colonizing the Americas while the English and the French were
- A** exploring China and Japan.
 - B** searching for the Northwest Passage through North America to Asia.
 - C** exploring the western coast of Africa.
 - D** establishing missions in present-day California, New Mexico, and Arizona.

Correct Answer: B

Match to GLE: This item asks students to describe a purpose of English and French exploration. Other grade 5 iLEAP items that measure this GLE may relate to other early explorers and reasons for exploration.

History

United States History

GLE 31—Describe major early explorations and explorers and their reasons for exploration (H-1B-M2)

- 22** In the 1400s, the first Portuguese explorers sailed along the coast of Africa. What was the **main** purpose of their voyages?
- A** finding a water route to India's spices
 - B** finding natives who would trade with them
 - C** finding slaves who could be sold in other lands
 - D** finding a new world that no European had ever seen

Correct Answer: A

Match to GLE: This item asks students to describe the primary purpose of early Portuguese exploration along the African coast. Other grade 5 iLEAP items that measure this GLE may ask students to describe other early explorers and their reasons for exploration.

History

United States History

GLE 32—*Describe the Spanish conquests in the Americas including the impact on the Aztecs, Incas, and other indigenous peoples (H-1B-M2)*

- 23** What was an effect of Spanish contact with Native American groups in Mexico and South America?
- A** Spanish explorers brought the Aztecs and Incas horses and weapons for battle.
 - B** Brutal attacks by the Spanish conquistadores and the spread of disease led to the fall of the Aztecs and Incas.
 - C** The Spanish joined forces with the Aztecs and Incas against the Mayas and Toltecs.
 - D** Spanish explorers brought the language and religious customs of Native Americans back to Spain.

Correct Answer: B

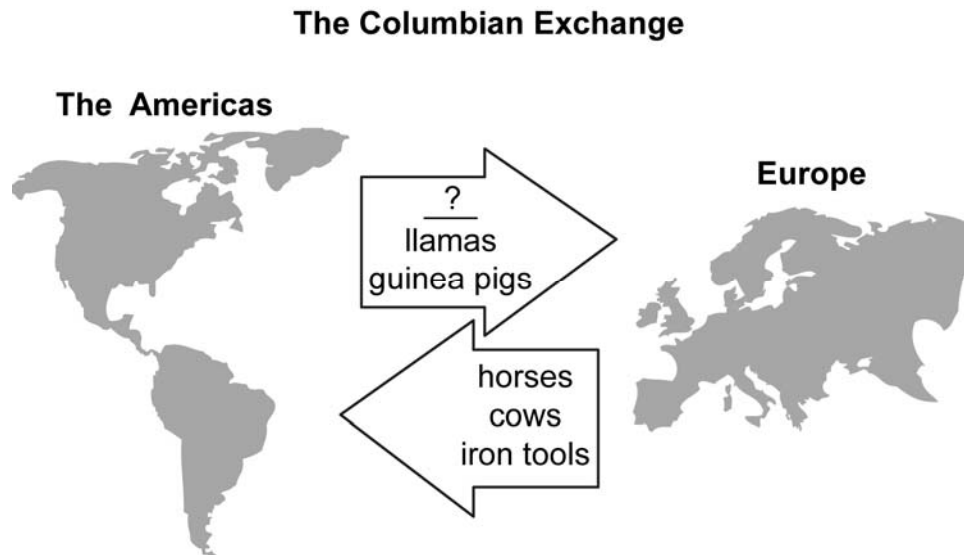
Match to GLE: This item asks students to describe the effects of Spanish conquests on Native American groups in Mexico and South America. Other grade 5 iLEAP items that measure this GLE may ask students to describe other consequences of Spanish contact with indigenous peoples.

History

United States History

GLE 33—*Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, and economic impact on Europe, the Americas, and West Africa (H-1B-M2)*

Use this diagram to answer question 24.



24 Which crop was brought to Europe from the Americas?

- A** rice
- B** oats
- C** corn
- D** wheat

Correct Answer: C

Match to GLE: This item asks students to classify elements of the Columbian Exchange. Other grade 5 iLEAP items that measure this GLE may relate to other aspects of the Columbian Exchange.

History

United States History

GLE 34—Describe the arrival of Africans in the European colonies in the seventeenth century and the increase in the importation of slaves in the eighteenth century (H-1B-M3)

- 25** Which of these was the biggest factor in the increase in African slaves imported to colonial America between 1650 and 1750?
- A** improvements in transportation by sea
 - B** laws making slavery illegal in Europe
 - C** the spread of plantation agriculture
 - D** famine and drought in Africa

Correct Answer: C

Match to GLE: This item asks students to identify a factor in the increased importation of African slaves. Other grade 5 iLEAP items that measure this GLE may relate to other aspects of the arrival and increased importation of African slaves.

History

United States History

GLE 36—Identify instances of both cooperation and conflict between Indians and European settlers (H-1B-M3)

- 26** King Philip’s War was fought because of tensions between
- A** the British and the French.
 - B** the Wampanoag and the Pequot tribes.
 - C** the Wampanoag tribe and the Puritans.
 - D** the English Loyalists and the American Patriots.

Correct Answer: C

Match to GLE: This item asks students to identify a cause of King Philip’s War. Other grade 5 iLEAP items that measure this GLE may relate to other instances of cooperation or conflict between Indians and European settlers.

History

United States History

GLE 37—Describe and compare the various religious groups in colonial America and the role of religion in colonial communities (H-1B-M4)

- 27** Which colony created their community based upon a “holy experiment” that focused on the Quaker ideals of equality and tolerance?
- A** John Winthrop’s Massachusetts Bay Colony
 - B** James Oglethorpe’s colony of Georgia
 - C** William Penn’s colony of Pennsylvania
 - D** Roger Williams’ colony of Rhode Island

Correct Answer: C

Match to GLE: This item asks students to connect the founding of Pennsylvania with the religious ideals of the Quakers. Other grade 5 iLEAP items that measure this GLE may relate to other religious groups and their influence in colonial America.

History

United States History

GLE 38—Describe the political, social, and economic organization and structure of the thirteen British colonies that became the United States (H-1B-M5)

- 28** In colonial America, the leader of a British colony was called the
- A** mayor.
 - B** governor.
 - C** burgess.
 - D** assemblyman.

Correct Answer: B

Match to GLE: This item relates to the political organization of the thirteen colonies. Other grade 5 iLEAP items that measure this GLE may relate to the social or economic organization of the colonies.

History

United States History

GLE 39—Describe reflections of European culture, politics, and institutions in American life (H-1B-M5)

- 29** The British Parliament provided American colonists with an early model of
- A** freedom of religion.
 - B** representative government.
 - C** separation of church and state.
 - D** equality between rich and poor citizens.

Correct Answer: B

Match to GLE: This item asks students to identify a British influence on American political structure. Other grade 5 iLEAP items that measure this GLE may relate to other aspects of European culture, politics, or institutions that are reflected in American life.

History

World History

GLE 41—Describe the origins, characteristics, and expansion of ancient American empires (e.g., Inca, Maya) and complex societies in the Americas (e.g., Aztec) (H-1C-M13)

- 30** Which pre-Columbian civilization in the Americas had a form of writing?
- A** Inca
 - B** Aztec
 - C** Maya
 - D** Anasazi

Correct Answer: C

Match to GLE: This item asks students to associate the Mayan empire with a system of written language. Other grade 5 iLEAP items that measure this GLE may relate to other aspects of ancient American empires and societies.