

Released Items

Student Name: _____

Social Studies Grade 6



2016–2017



Public Schools of North Carolina
State Board of Education
Department of Public Instruction
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NC Final Exam

- 1 How did innovations such as irrigation, aqueducts, and improved farm techniques transform civilizations?
- A Innovations made it possible to expand settlements at arid locations.
 - B Innovations increased the numbers of hunters and gatherers.
 - C Innovations required smaller herds and less livestock.
 - D Innovations decreased the size of cities.

- 2 In 711 CE, the Moors invaded Spain and established Islamic rule. During this period, philosophy, mathematics, and science flourished in the nation. For instance, Ibn Zuhr, a physician and surgeon, tested medical procedures on animals before using them on humans. His work was translated into Latin and Hebrew and had a significant impact on the medical field. Spain remained closely connected to Baghdad for 200 years before becoming independent. Spain was one of the wealthiest areas of Europe during the period of Moorish rule.

Based on the above passage, how did the Moorish invasion of Spain affect civilization in the region?

- A It forbade the advancement of philosophy and emphasized religion.
- B It led to the development of new scientific and mathematical techniques.
- C It created an isolated area of economic development and trade.
- D It transformed Spain into a society primarily concerned with military power.

- 3 Hammurabi was the King of Babylon from 1792 BCE to 1750 BCE. Hammurabi wrote The Code of Hammurabi, the oldest set of laws known to exist, which was made up of 282 laws. The code was carved in stone for all to see and read.

Facts about The Code of Hammurabi

- This was the first written code—people could see it. This increased people’s ability to read.
- The code treated women fairly.
- The harsh punishments made civilizations safer.
- The code reinforced class structure—punishments were different for the different classes.

Based on the above information provided, how did Hammurabi help to transform society?

- A His laws got rid of the existing class system.
- B He required that every class be punished equally.
- C He continued the practice of treating women differently from men.
- D His laws were written to include women.

- 4
- Trade routes linking West Africa and North Africa required the shipment of goods across the hot, dry Sahara Desert. It was difficult for the traders to carry these goods along these trade routes.
 - Domesticated camels were brought to the Sahara. The camels could go for long stretches without drinking, survive extreme temperatures, and haul heavy loads.

How did the camels affect the transport of goods across the Sahara Desert?

- A Traders were able to use camels to stop trans-Saharan shipments of goods.
- B Traders were able to drink the milk from camels during their journey.
- C Camels made travel across the desert more reliable and safer.
- D Camels slowed transport by requiring frequent drinks of water.

5 **The Roman Forum**

The Roman forum was located at the center of Ancient Rome. It was a gathering place where public events were held. Soon the forum grew to also include merchant shops, temples and government buildings. The forum became the religious, economic, and government center for Rome.

Based on the above information, how did the forum contribute to Roman civilization?

- A Instead of being solely focused on commerce, the forum also fulfilled cultural needs of the Romans.
- B The forum provided cheaper prices for Romans than other markets.
- C Government buildings were the focus of the forum, showcasing the power of the Roman government.
- D Forum ruins still can be found today, because they were so well built.

- 6 As restrictions and prohibitions are multiplied in the Empire, the people grow poorer and poorer. When the people are subjected to overmuch government, the land is thrown into confusion The greater the number of laws and enactments, the more thieves and robbers there will be. Therefore the Sage says: "So long as I do nothing, the people will work out their own reformation. So long as I love calm, the people will right themselves. If only I keep from meddling, the people will grow rich. If only I am free from desire, the people will come naturally back to simplicity."

The Sayings of Lao-Tzu: "Government" translated by Lionel Giles, 1904

What were Lao-Tzu's views on government?

- A Lao-Tzu thought that people were naturally evil and needed many laws to govern their behavior.
- B Lao-Tzu advocated for limited government involvement in people's everyday lives.
- C Lao-Tzu believed that only people from the upper class were fit to govern.
- D Lao-Tzu felt that regulations on trade would lead to more people becoming rich.

7 **Timeline of Legal Codes**

1700 BCE

Hammurabi’s code in Babylon created strict laws and punishments.

550 BCE

Solon’s code in Greece created less strict laws and punishments.

1215 CE

Magna Carta in England limits a king’s power and protects citizens’ rights.

How has the role of legal codes evolved through time in human societies?

- A Laws have become stricter over time.
- B Legal codes have been based on religious beliefs.
- C Governments have never supported the rights of citizens.
- D Legal codes have gradually given more protections to citizens.

8

I will sing of well-founded Earth,
 Mother of all, eldest of all beings.
 She feeds all creatures that are in the world,
 All that go upon the goodly land,
 And all that are in the paths of the seas,
 And all that fly: all these are fed of her store.
 Through you, O queen, men are blessed in their children
 And blessed in their harvests,
 And to you it belongs to give means of life
 To mortal men and to take it away.

“To Earth Mother of All” by Homer translated by Hugh G. Evelyn-White, 1914

Which value of Greek civilization is reflected in this hymn?

- A The Greeks believed that gods and goddesses were involved in natural events.
- B The Greeks believed that humans became gods and goddesses after death.
- C The Greeks believed that gods and goddesses were at war with humans.
- D The Greeks believed that gods and goddesses needed sacrifices offered by humans to stay alive.

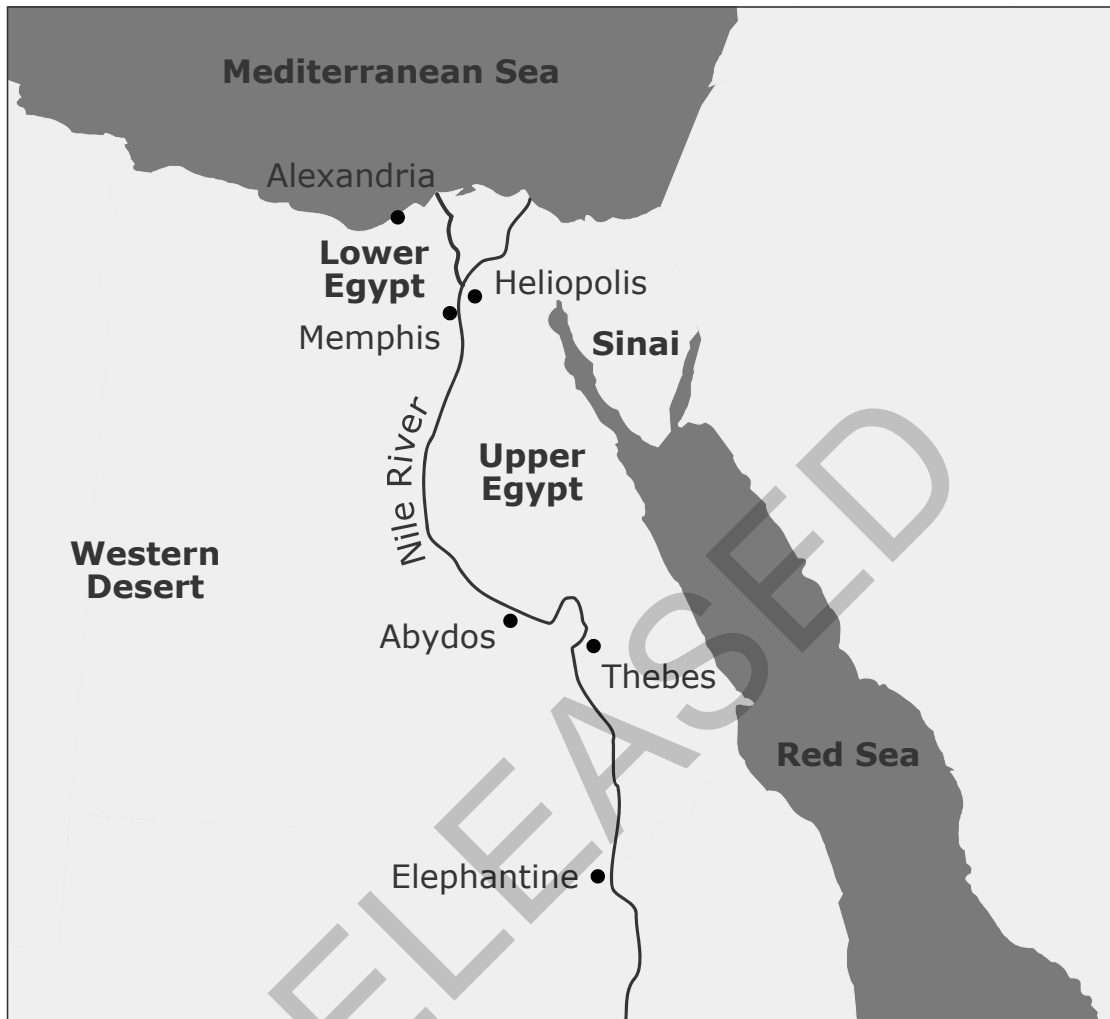
- 9 How did innovations that developed over time—such as writing, trade routes, schools, and the printing press—affect societies?
- A They increased the spreading of ideas.
 - B They reduced the construction of buildings.
 - C They limited contact between peoples.
 - D They lowered literacy rates.

- 10 The Chinese civilization began along the Yellow River basin around 1700 BCE and soon spread along other rivers in China. Yellow River floods enriched the surrounding soils, allowing farmers to produce surplus crops and domesticate animals. Yellow River floods often destroyed early settlements and ruined crop production for years.

How did geography affect the development of Chinese civilization?

- A The growth of Chinese civilization depended on the Yellow River, but the Yellow River also brought suffering to Chinese people.
- B The growth of Chinese civilization was slowed by the Yellow River and it only flourished when people moved away from rivers.
- C The natural resources of China encouraged Chinese people to build massive public works projects to benefit the poor.
- D The natural resources of China encouraged Chinese farmers to create artificial rivers, like the Yellow River, where they could produce crops.

11



Based on the map, which **best** describes how the physical features of Egypt affected its development?

- A The Mediterranean Sea bordered the major cities.
- B Large cities were created in the Western Desert.
- C Many large cities developed along the Nile River.
- D The Red Sea provided Lower Egypt with a barrier from attack.

- 12 Kings wanted to control decision making in their governments. How did this desire affect the structures of governments?
- A Governments became constitutional monarchies when the king or queen shared the power with a legislative council.
 - B Governments became hereditary monarchies when kings and queens transferred power to their children.
 - C Governments became absolute monarchies when the king or queen held all power in their hands.
 - D Governments became elected monarchies when kings or queens were elected by the people.

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- 13 All south from this is named the Middle Kingdom. . . . The people . . . have not to . . . attend to any magistrates and their rules; only those who cultivate the royal land have to pay (a portion of) the grain from it. . . . The king governs without . . . corporal punishments. Criminals are simply fined, lightly or heavily, according to the circumstances (of each case).

A Record of Buddhistic Kingdoms by Faxian, translated by James Legge, 1886

But in Crete . . . all the fruits of the earth, of cattle, of the public revenues . . . one portion is assigned to the gods and to the service of the state, and another to the common meals, so that men, women, and children are all supported out of a common stock.

The Politics of Aristotle, translated by Benjamin Jowett, 1885

Based on the excerpts, how did the responsibilities of citizens in the Middle Kingdom compare to those of citizens of Crete?

- A In both kingdoms, citizens were required to contribute a portion of their crops to provide food for citizens in the kingdom in which they lived.
- B Citizens of the Middle Kingdom had to pay a portion of their crops only if they used royal land, but in Crete everyone had to pay a portion to the state.
- C In both kingdoms, citizens had to grow crops on royal land and give their proceeds to the king, who distributed them evenly among citizens of the kingdom.
- D Citizens of the Middle Kingdom had to pay a portion of their crops to their government, while in Crete only citizens in the highest social class had to make a contribution.

- 14 Hail to thee, O Nile! Who . . . comes to give life to Egypt! . . . Watering the orchards created by Re, to cause all the cattle to live, you give the earth to drink, inexhaustible one! . . . Lord of the fish, during the inundation, no bird alights on the crops. You create the grain, you bring forth the barley, assuring perpetuity to the temples. If you cease your toil and your work, then all that exists is in anguish. If the gods suffer in heaven, then the faces of men waste away.

“Hymn to the Nile” by Ennana c.2100 BCE, translated by Paul Guieysse, 1889

Which values of ancient Egyptian civilization are reflected in “Hymn to the Nile”?

- A Ancient Egyptians valued the Nile River and believed that it brought life to the land.
- B Ancient Egyptians valued the pharaoh and believed that he controlled the Nile River which made the crops grow.
- C Ancient Egyptians valued their military and believed that the military would protect farmers.
- D Ancient Egyptians valued the desert land that they lived on and believed that it would provide them with crops.

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- 15 [Baghdad straddled] the banks of the [River] Tigris . . . The water exits, both on the north and the south, were, like the city gates, guarded night and day by relays of soldiers stationed in the watch towers on both sides of the river. Every household was plentifully supplied with water “at all seasons” by the numerous aqueducts which intersected the town . . .

A Short History of the Saracens, by Syed Ameer Ali, 1899

Based on the excerpt, how did the city’s location on a river influence its development?

- A The river provided a natural barrier to protect Baghdad from invasion by enemies.
 - B The river provided a supply of fish that could be traded throughout the region for other goods.
 - C Because of the river, traders were easily able to access Baghdad from throughout the region.
 - D The river provided an easily accessible supply of water that was transported throughout the city via aqueducts.
- 16 Accounts of the Routes of the Jewish Merchants to the East, 847:

These merchants . . . journey from west to east, from east to west, partly on land, partly by sea. . . . On their return they carry back musk, aloes, camphor, cinnamon, and other products of the Eastern countries . . . where they again embark on the Western Sea.

Book of Ways by Ibn Khordadbeh, 847, translated by Joseph Jacobs, 1919

How did the Jewish merchants’ trade routes affect people living in Asia and Europe?

- A People began to move away from the routes used by the foreign traders.
- B People were able to buy and trade goods with people from other regions.
- C People needed to build ships to participate in the trade.
- D People learned to avoid speaking foreign languages.

17

Andes Mountain Range	Himalayan Mountain Range	Appalachian Mountain Range
<ul style="list-style-type: none"> • located on west coast of South America • rainy and warm in the north, with an average temperature of 64°F • rain forest near snow-covered peaks • divided into “dry” and “wet” areas 	<ul style="list-style-type: none"> • located in Asia • snow-covered throughout the year, despite being close to the tropics • average temperature of 28-33°F • summer temperatures up to 56°F 	<ul style="list-style-type: none"> • located in eastern North America • mostly located in the United States; extends into southeastern Canada • runs northeast to southwest • varies in climate from humid and temperate in some areas

Based on the chart, how does the Himalayan Mountain Range differ from the Andes and the Appalachian Mountain Ranges?

- A The Andes and the Appalachian Mountains have precipitation all year, while the Himalayas are dry.
- B The Andes and the Appalachian Mountains both are home to rain forests, while the Himalayas are not.
- C The Andes and the Appalachian Mountains vary in climate, while the Himalayas stay snow-covered all year.
- D The Andes and the Appalachian Mountains are located in Asia, while the Himalayas are located in South America.

- 18 A single population of modern humans migrated from southern Siberia . . . and crossed over to the Americas 16,500 years ago. . . . Sites all around the country . . . now provide more promising indications that the earliest Americans spread throughout the continent at least 14,500 years ago. Currently, the oldest claim for human settlement in the Americas lies at the Topper Site in South Carolina, dating back to about 15,000 years ago.

“Other Migration Theories”

Bering Land Bridge National Preserve, National Park Service

Based on the text, how did the migration of the first people in America affect the region?

- A They came from different regions and fought over territory.
 - B They populated areas throughout the modern United States.
 - C They quickly developed permanent settlements in the Americas.
 - D They continued to use common languages and cultural practices.
- 19 Towns in medieval Europe neglected their water supplies and did not construct sanitation systems. How did this choice affect the quality of life of medieval Europeans living in towns?
- A It decreased as they left towns to live in the countryside.
 - B It improved as they quickly learned more about medicine.
 - C It increased as they organized to create advanced technologies.
 - D It declined as they suffered from diseases coming from water.

20 Leif said to his companions, "I propose now to divide our company into two groups, and to set about an exploration of the country. One-half of our party shall remain at home at the house, while the other half shall investigate the land; and they must not go beyond a point from which they can return home the same evening, and are not to separate [from each other]."

"The Saga of Eric the Red" 1387, translated by Arthur Middleton Reeves, 1890

Based on the excerpt, what role did Leif Ericsson play in transforming Viking society?

- A His explorations led to a war with the people of Greenland.
- B His expeditions led to him becoming king of the Vikings.
- C His voyages led to the expansion of Viking territory.
- D His journeys led to the development of trading routes with Asia.

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Grade 6 Social Studies
 RELEASED Items¹
 2016–2017
 Answer Key

Question Number	Question Type ²	Correct Answer	Percent Correct ³	Objective
1	MC	A	69%	6.H.2.3
2	MC	B	63%	6.H.2.1
3	MC	D	55%	6.H.2.4
4	MC	C	79%	6.G.1.4
5	MC	A	51%	6.G.1.1
6	MC	B	46%	6.C&G.1.2
7	MC	D	63%	6.C&G.1.4
8	MC	A	59%	6.C.1.1
9	MC	A	82%	6.H.2.3
10	MC	A	72%	6.G.1.1
11	MC	C	73%	6.G.1.1
12	MC	C	52%	6.C&G.1.1
13	MC	B	45%	6.C&G.1.3
14	MC	A	63%	6.C.1.1
15	MC	D	61%	6.G.1.1
16	MC	B	73%	6.G.1.2

Question Number	Question Type ²	Correct Answer	Percent Correct ³	Objective
17	MC	C	75%	6.G.1.3
18	MC	B	45%	6.H.2.1
19	MC	D	65%	6.E.1.2
20	MC	C	60%	6.H.2.4

¹These released items were administered to students during a previous test administration. This sample set of released items may not reflect the breadth of the standards assessed and/or the range of item difficulty found on the NC Final Exam. Additional information about the NC Final Exam is available in the *Assessment Specification* for each exam located at <http://www.ncpublicschools.org/accountability/common-exams/specifications/>.

²This NC Final Exam contains only multiple-choice (MC) items.

³Percent correct is the percentage of students who answered the item correctly during a previous administration.

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Clarifying Objectives Descriptions

Only clarifying objective descriptions addressed by the released items in this document are listed below. A complete list of North Carolina *Essential Standards* for Social Studies may be reviewed at <http://www.ncpublicschools.org/curriculum/socialstudies/scos/>.

6.H.2.1

Explain how invasions, conquests, and migrations affected various civilizations, societies and regions (e.g., Mongol invasion, the Crusades, the Peopling of the Americas and Alexander the Great).

6.H.2.3

Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g., agricultural technology, weaponry, transportation and communication).

6.H.2.4

Explain the role that key historical figures and cultural groups had in transforming society (e.g., Mansa Musa, Confucius, Charlemagne and Qin Shi Huangdi).

6.G.1.1

Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g., location near rivers and natural barriers, trading practices and spread of culture).

6.G.1.2

Explain the factors that influenced the movement of people, goods and ideas and the effects of that movement on societies and regions over time (e.g., scarcity of resources, conquests, desire for wealth, disease and trade).

6.G.1.3

Compare distinguishing characteristics of various world regions (e.g., physical features, culture, political organization and ethnic make-up).

6.G.1.4

Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g., invention of tools, domestication of plants and animals, farming techniques and creation of dwellings).

6.E.1.2

Explain how quality of life is impacted by economic choices of civilizations, societies and regions.

6.C&G.1.1

Explain the origins and structures of various governmental systems (e.g., democracy, absolute monarchy and constitutional monarchy).

6.C&G.1.2

Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g., divine right, equality, liberty, citizen participation and integration of religious principles).

6.C&G.1.3

Compare the requirements for (e.g., age, gender and status) and responsibilities of (e.g., paying taxes and military service) citizenship under various governments.

6.C&G.1.4

Compare the role (e.g. maintain order and enforce societal values and beliefs) and evolution of laws and legal systems (e.g. need for and changing nature of codified system of laws and punishment) in various civilizations, societies and regions.

6.C.1.1

Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).