



Released Form

Student Name: _____

Spring 2013
North Carolina
Measures of Student Learning:
NC's Common Exams
**Grade 6 Social Studies—
Form A**



Student Booklet



Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Raleigh, North Carolina 27699-6314



- 1 How did technology change communication in the late thirteenth century?
- A It helped all citizens learn to read.
 - B It allowed people to quickly contact others around the world.
 - C It enabled people to get information about other places and ideas.
 - D It helped people to improve the living conditions in their societies.

2

Ancient Olympics	Modern Olympics
1. held in Olympia, Greece	1. held in cities all over the world
2. male participants	2. male and female participants
3. a competition between Greek city-states	3. a competition between different countries
1. winners awarded wreaths	1. winners awarded medals
2. held in honor of the god Zeus	2. not a religious event

The modern Olympic Games come from the ancient Olympics in Greece. Which statement correctly compares the ancient and modern games?

- A The Olympics still honor Zeus, but now winners are awarded medals.
- B The Olympics are still an athletic competition, but now both women and men participate.
- C The Olympics are still held in Greece, but now the modern Olympic Games are not religious events.
- D The Olympics still only allow men, but now athletes from all over the world can participate in the modern games.



- 3 Exploration and conquests occurred in the middle ages. How did they affect relations between ancient societies?
- A They caused long-lasting peace with the help of religion.
 - B They caused empires to close off access between their societies.
 - C They caused outbreaks of violence that closed all trade routes.
 - D They caused trade routes and communication to open between societies.
- 4 How were the oldest civilizations in Central and South America similar?
- A They were large, but not well-organized.
 - B They established extensive trade with Pacific Rim nations.
 - C They were strongly influenced by Asian and African civilizations.
 - D They were the first to develop advanced societies in the area.



- 5 The mountains of South America made farmland difficult to find. How did ancient people adapt to this?
- A They used terraced farming.
 - B They grew crops in the valleys.
 - C They used large farm animals to plow.
 - D They moved to a new area each growing season.
- 6 Which statement shows how trade routes influenced ancient societies?
- A As travel over land became easier, trade by water became unnecessary.
 - B As different civilizations traded goods, they also shared cultural values and beliefs.
 - C As trade developed, long-distance travel became safe and easy for each civilization.
 - D As silk grew popular, it became a common material used in clothing across civilizations.



7 Societies adapted to their surroundings by irrigating and building dams. Why did they need to use these techniques?

- A to decrease the overcrowding of crops
- B to increase space for people to live
- C to increase their farmland for growing crops
- D to decrease the numbers of animals on the land

8 **Findings From Ancient Burial Sites:**

- About 8,000 life-size, terra-cotta clay soldiers were found about one mile east of the first emperor of China's tomb.
- Tombs in Egypt were found with tools, make-up, and clothing.

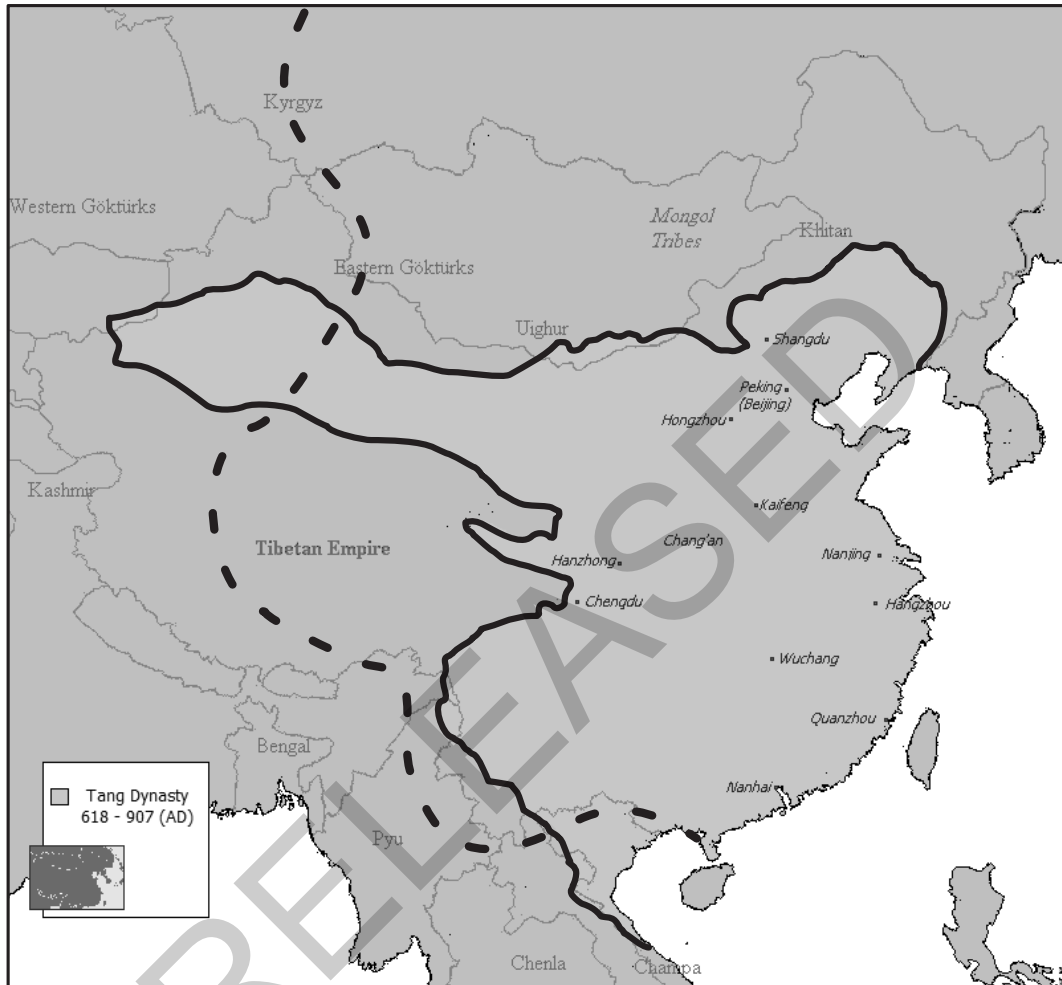
Source: *Internet Ancient History Sourcebook*, Fordham University

Based on the facts above, how were the beliefs of these societies similar?

- A The rulers of ancient civilizations were buried in pyramids.
- B Ancient people across civilizations did not appreciate the arts.
- C The rulers of ancient civilizations appeared modest or humble in death.
- D Ancient people across civilizations believed in preparing for life after death.



- 9 This map shows both the Tang (618–907 AD) and Yuan (1271–1368 AD) ancient Chinese dynasties.



--- Yuan Dynasty
 — Tang Dynasty

Which statement best describes what is shown on the map?

- A The Yuan Dynasty expanded eastward during its reign.
- B The Tang Dynasty focused on expanding into desert areas.
- C The Yuan Dynasty more than doubled the size of the Tang Dynasty.
- D The Tang Dynasty's territory matched the land area of the Yuan Dynasty.



10 **Ancient Empire Economic Issues:**

- poor management by leaders
- hoarding of wealth
- too much debt

How did the economic factors listed affect the ancient empires?

- A Empires weakened and were eventually destroyed.
- B Empires forced wealthy citizens to forfeit money in taxes.
- C Armies searched other empires for new leaders to govern.
- D Armies of the empires were sent to other lands to increase wealth.

11 Why did trading networks like the Silk Road develop?

- A Certain resources were not available in all areas.
- B The trails were used for communication between groups.
- C People wanted to take land and to keep control of that land.
- D Travelers enjoyed exploring nearby lands after trading for spices.



- 12 If you go and take the field of an enemy, the enemy will come and take your field.

Babylonian proverb, 1600 B.C.

Source: *Internet Ancient History Sourcebook*, Fordham University

Which is the likely purpose of this ancient proverb?

- A to encourage people to tend their fields
 - B to discourage people from fighting in wars
 - C to encourage people to obey government laws
 - D to discourage people from defending their land
- 13 Why did some ancient civilizations write and publish their laws?
- A to allow patricians and plebeians to read and vote for the laws
 - B to record the laws so that historians would understand ancient culture
 - C to ensure that citizens of the civilization would read and understand the laws
 - D to guarantee that each politician received a personal copy of the printed laws

**14 Order of Ruling Powers in Ancient Greece**

1. Monarchy
2. Oligarchy
3. Tyranny
4. Democracy

Which statement explains the list above?

- A Some city-states of Ancient Greece went from being governed by their citizens to being ruled by a king.
- B Some city-states of Ancient Greece went from being ruled by nobility to being governed by their citizens.
- C Some city-states of Ancient Greece went from being ruled by military leaders to being governed by the upper class.
- D Some city-states of Ancient Greece went from being ruled by rich merchants to being governed by men of nobility.



15

Requirements and Responsibilities of Citizenship

	Athens	Sparta
Government	1. elected officials 2. council of 500 3. the assembly (males only)	1. two kings 2. five overseers 3. the council or senate (males only)
Military	Navy	Army
Education	1. boys: reading, writing, mathematics, music, poetry, and sports 2. girls: spinning, weaving, and other domestic skills	1. boys: primarily trained in the art of warfare from age 7, lived in military barracks even after they were married. 2. girls: reading, writing, athletics, and survival skills
Lifestyle and Values	1. luxurious lifestyle 2. valued participation in government	1. simple lifestyle 2. valued military dominance

How was being a citizen of Sparta different from being a citizen of Athens?

- A Spartans were expected to honor their city through creative, artistic expression.
- B Spartans were expected to be educated, so they could participate in government.
- C Spartans were expected to display the riches of Greece through grand homes and feasts.
- D Spartans were expected to protect their city through military service and physical strength.



16 Egyptian Myth of the Creation of the World

I am he who came into being in the form of the god Khepera . . . I am the creator of everything which came into being: now the things which I created, and which came forth out of my mouth after that I had come into being myself were exceedingly many. The sky (or heaven) had not come into being, the earth did not exist, and the children of the earth, and the creeping things, had not been made at that time. I myself raised them up out of Nu . . .

Source: Trinicenter.com, translation by E.A. Wallis Budge, 1912

The Egyptians had many myths about the world. How did these myths reflect their values and beliefs about civilization?

- A They told about the past leaders of the Egyptian society.
- B They told about the gods and goddesses that they worshiped.
- C They told about the military battles of the past Egyptian armies.
- D They told about the great pharaohs from the three great kingdoms.

17 How did early Christianity spread around the world?

- A Missionaries followed conquerors and colonists.
- B Bibles were published in all languages.
- C Christian sea captains sold fares to other Christians.
- D European monarchs practiced the religion when they traveled.



18 Social Classes

- King or Monarch
- Lord or Noble
- Knight or Warrior
- Serf or Peasant

Which type of social structure divided its citizens this way?

- A socialism
- B feudalism
- C matrilinealism
- D caste system

19 Which was a long-term effect of ancient trade routes?

- A the spread of religions throughout the trade routes
- B the spread of unifying systems of government
- C colonization of weaker nations along the trade routes
- D use of silk throughout ancient and modern societies

20 Which statement explains changes in government from absolute monarchy to constitutional monarchy?

- A Kings and queens wished to maintain authority and control.
- B The divine right of kings to rule was reinforced.
- C Citizens wanted a stronger voice in their government.
- D The power of feudal lords was affirmed.



21 There were many advancements during the Age of Exploration. Which led to the settlement of the Americas?

- A better farming technology
- B better printing technology
- C better sailing technology
- D better military technology

22 No freeman shall be taken, imprisoned . . . or in any way destroyed. Nor will we proceed against or prosecute him, except by the lawful judgment of his peers . . .

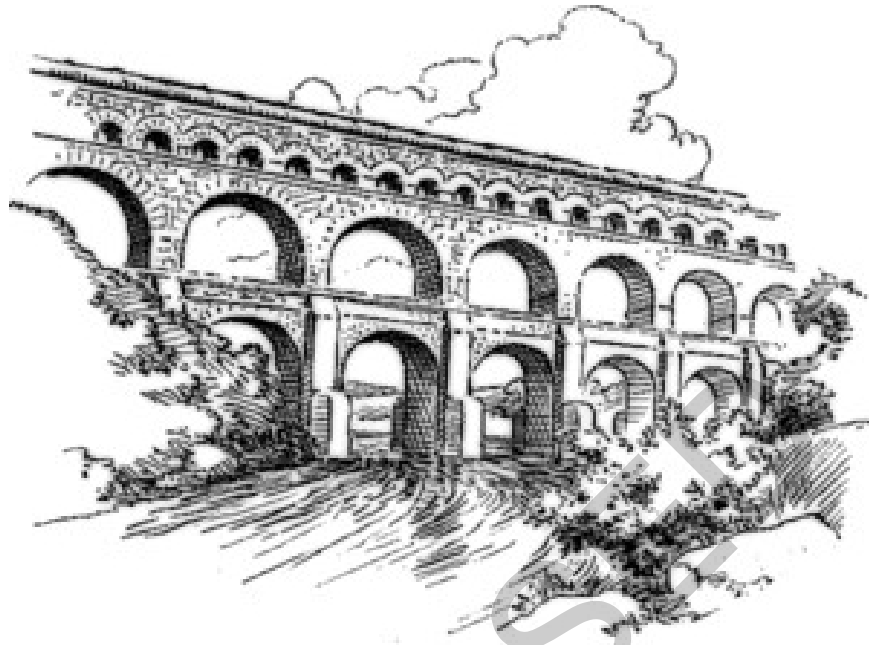
Magna Carta, 1215

Based on this quote, how were the legal rights of freemen changed?

- A Freemen were given the right to live without government interference.
- B The king was granted the power to exclude freemen from the laws.
- C The king acquired the power to imprison freemen at his will.
- D Freemen gained the right to trial by a jury of citizens.



23



According to the picture, how did ancient societies change their environment to bring water into cities?

- A abacus
- B aqueducts
- C sundial
- D columns



- 24 Three days after I captured this city, some of the Indians who lived here came to offer to make peace. . . . I received them . . . making them understand the purpose of my coming to this country, which is, in the name of His Majesty . . . that they and all others in this province should become Christians.

Coronado's Report to Viceroy Mendoza, 1540

According to the excerpt, what caused Coronado to conquer this city?

- A He was seeking trade with the native people.
- B He wanted to convert his fellow explorers in the region to Christianity.
- C He was searching for a fortune in diamonds that were reported in the area.
- D He wanted to Christianize the native population.

- 25 Hymn to the Nile, c. 2100 BCE

Hail to thee, O Nile! Who manifests thyself over this land, and comes to give life to Egypt! Mysterious is thy issuing forth from the darkness, on this day whereon it is celebrated! Watering the orchards created by Re, to cause all the cattle to live, you give the earth to drink, inexhaustible one! . . . You cause the workshops of Ptah to prosper!

Source: Oliver J. Thatcher, ed.,
The Library of Original Sources, Vol. I: The Ancient World, 1907

How does this hymn reflect the values and beliefs of the ancient civilizations?

- A It shows that all plant and animal life was sacred.
- B It demonstrates a respect for the forces of nature.
- C It promotes the belief in life beyond death.
- D It reveals that people were peaceful.



- 26 An absolute monarchy is a type of government structure. Which of the statements describes this type of structure?
- A The citizens have an equal say in their government.
 - B The citizens elect representatives to run the government.
 - C The ruler has complete power over the citizens or inhabitants.
 - D The ruler has control of the government, but citizens have rights.

This is the end of the multiple-choice portion of the test.

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The questions you read next will require you to answer in writing.

- 1. Write your answers on separate paper.**
- 2. Be sure to write your name on each page.**

1 European Feudal Class Structure

- The king owned the land.
- The king granted land to nobles in exchange for protection.
- Nobles owned manors.
- Peasants were bound to the manors.
- Peasants worked the land in exchange for protection.
- Peasants paid rent and farmed the land for nobles.
- Peasants gave a percentage of their crops to nobles.

How did the feudal class structure affect the lives of the peasants? Explain one positive and one negative effect.

- 2** How did the physical features of a place affect the development of trade and civilizations? Give two examples.



- 3 European nations sent explorers to the New World. They were sent to find gold, silver, and other natural resources. How did this affect the economies of native populations? Give three examples.

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This is the end of the Grade 6 Social Studies test.

- 1. Look back over your answers.**
- 2. Put all of your papers inside your test book and close the test book.**
- 3. Stay quietly in your seat until your teacher tells you that testing is finished.**

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**Grade 6 Social Studies
RELEASED Form
Spring 2013
Answer Key**

Item number	Type	Key	Primary Strand
1	MC	C	H — History
2	MC	B	H — History
3	MC	D	H — History
4	MC	D	H — History
5	MC	A	G — Geography and Environmental Literacy
6	MC	B	G — Geography and Environmental Literacy
7	MC	C	G — Geography and Environmental Literacy
8	MC	D	G — Geography and Environmental Literacy
9	MC	C	G — Geography and Environmental Literacy
10	MC	A	E — Economics and Financial Literacy
11	MC	A	E — Economics and Financial Literacy
12	MC	B	C&G — Civics and Government
13	MC	C	C&G — Civics and Government
14	MC	B	C&G — Civics and Government
15	MC	D	C&G — Civics and Government
16	MC	B	C — Culture
17	MC	A	C — Culture
18	MC	B	C — Culture
19	MC	A	C — Culture
20	MC	C	C&G — Civics and Government
21	MC	C	H — History



Item number	Type	Key	Primary Strand
22	MC	D	H — History
23	MC	B	G — Geography and Environmental Literacy
24	MC	D	G — Geography and Environmental Literacy
25	MC	B	C — Culture
26	MC	C	C&G — Civics and Government
27	CR	Rubric	C — Culture
28	CR	Rubric	G — Geography and Environmental Literacy
29	CR	Rubric	E — Economics and Financial Literacy

Item Types:

MC = multiple choice

CR = constructed response