



Released Items

Student Name: _____

Fall 2014
NC Final Exam
Grade 6 Social Studies



Student Booklet



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



- 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 **Legalism:** belief that leaders should rule with force
Confucianism: The ruler bears responsibility for the well-being of the people and, therefore, for peace and order in the empire.

Chinese leaders moved from a legalistic government to a government based on Confucianism. How did Confucius transform the society?

- A Government leaders became concerned with the condition of China's citizens.
- B Military leaders became more important than educators and priests.
- C Farmers became less dependent on government subsidies and support.
- D Merchants became concerned with the economic issues affecting China's citizens.



- 3 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.

- 4 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, 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.



5

- 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.

6 **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.



- 7 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
Courtesy of the Internet Sacred Text Archive

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.



- 8 There came from India certain monks . . . they promised the emperor in an interview that they would provide the materials for making silk so that never should the Romans seek business of this kind from their enemy the Persians, or from any other people whatsoever. . . . Thus began the art of making silk from that time on in the Roman Empire.

“Procopius: The Roman Silk Industry, c. 550,” modernized by Jerome S. Arkenberg
 Courtesy of *Internet History Sourcebooks Project*, <http://www.fordham.edu/halsall>

How did the negotiations between the Indian monks and the Roman emperor affect the silk trade in the Roman empire?

- A The Roman Empire started to import silk from India rather than from Persia.
- B The Indian monks offered to establish a route for silk trade with Persia.
- C The Roman Empire no longer had to import silk because it could be produced locally.
- D The Persians offered a better price for silk, so the Romans began to trade with them.

RELEASED



9 **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.

RELEASED



- 10 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.

Homer

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.



This is the end of the Grade 6 Social Studies Released Items.

Directions:

1. Look back over your answers for the test questions.
2. Make sure all your answers are entered on the answer sheet. Only what is entered on your answer sheet will be scored.
3. Put all of your papers inside your test book and close the test book.
4. Stay quietly in your seat until your teacher tells you that testing is finished.
5. Remember, teachers are not allowed to discuss items from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test.



Grade 6 Social Studies RELEASED Items¹ Fall 2014 Answer Key

Item Number	Type ²	Key	Percent Correct ³	Standard
1	MC	A	69%	6.H.2.3
2	MC	A	64%	6.H.2.4
3	MC	B	63%	6.H.2.1
4	MC	D	55%	6.H.2.4
5	MC	C	79%	6.G.1.4
6	MC	A	51%	6.G.1.1
7	MC	B	46%	6.C&G.1.2
8	MC	C	38%	6.E.1.1
9	MC	D	63%	6.C&G.1.4
10	MC	A	59%	6.C.1.1

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 items may be reviewed at <http://www.ncpublicschools.org/accountability/common-exams/released-forms/>. 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 the Spring 2014 administration.



Standard Descriptions

Only clarifying objective descriptions addressed by the released items in this booklet are listed below. A complete list of the North Carolina Essential Standards for Science and Social Studies may be reviewed at <http://www.ncpublicschools.org/acre/standards/new-standards/>.

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.1.4

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.1.1

Explain how conflict, compromise, and negotiation over the availability of resources (natural, human and capital) impacted the economic development of various civilizations, societies and regions (e.g. competition for scarce resources, unequal distribution of wealth and the emergence of powerful trading networks).

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.1.4

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).

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