5th grade Social Studies Sample Test Questions

Some objectives are not represented here yet. That's because they are not tested on the state level. District teachers and administrators are currently preparing sample test questions to fill in these gaps.

PASS 2.1

Standard 2: The student will describe the early exploration of America.

PASS OBJECTIVE 2.1: Examine the reasons for, the problems faced in, and the results of key expeditions of Portugal, Spain, France, the Netherlands, and England (e.g., Columbus, Ponce de León, Magellan, Coronado, Cortés, Hudson, Raleigh, and La Salle) and the competition for control of North America.

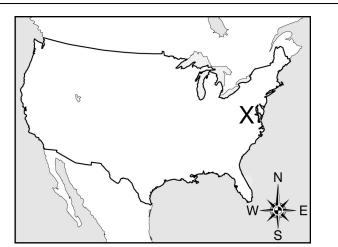
1.

How did the European exploration of the New World affect European relations?

- A The exploring countries formed a trade alliance.
- B The exploring countries cooperated with each other to share information.
- C The exploring countries issued loans without interest to other European nations.
- D The exploring countries competed for resources in the Americas.

PASS 2.1

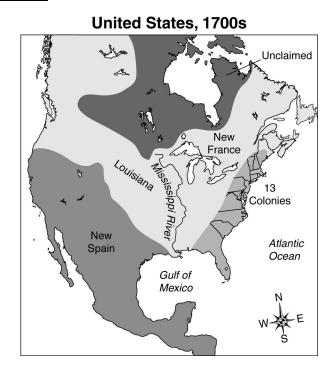
2.



In the 1600s, the area represented by the Letter X was settled by

- A Spain.
- B Portugal.
- C France.
- D England.

PASS 2.1 3.



Why did France want to control the land at the mouth of the Mississippi River?

- A to start tobacco plantations
- B to access shipping routes
- C to make cooperation with New Spain easier
- D to prevent the growth of the British colonies

PASS 2.2

Standard 2: The student will describe the early exploration of America.

PASS OBJECTIVE 2.2: Identify the impact of the encounter between Native Americans and Europeans.

4.

Native Americans taught Europeans to grow corn. How did the Europeans benefit from this?

- A Corn became an important source of fuel.
- B Corn provided a way to protect the environment.
- C The ability to grow corn led to plantation farming.
- D The ability to grow corn helped the settlers survive.

PASS 2.2

5.

Which is an example of Europeans trying to change the Native American culture?

- A the French trading for furs
- B the Spanish establishing Christian missions
- C the Spanish naming their territory New Spain
- D the French building forts in the Shenandoah Valley

PASS 2.2

6.

What part of the Native Americans' way of life did Spanish missionaries try to change most?

- A work
- B housing
- C food
- D religion

PASS 3.1

Standard 3: The student will examine the growth and development of colonial America.

PASS OBJECTIVE 3.1: Describe early European settlements in colonial America (e.g., Jamestown, Plymouth Plantations, Massachusetts Bay, and New Amsterdam), and identify reasons people came to the Americas (e.g., economic opportunity, slavery, escape from religious persecution, military adventure, and release from prison).

7.

How did weather in 1607 affect the success of the Jamestown colony?

- A Spring storms wrecked their ship.
- B The hot summer killed their cattle.
- C Fall winds destroyed their shelters.
- D The cold winter limited their harvest.

PASS 3.1

8.

Which was the most profitable export of the Jamestown settlement?

- A cocoa
- B cotton
- C lumber
- D tobacco

PASS 3.1

9.

Auction!!! STRONG WORKERS ARRIVE MEN WOMEN CHILDREN

MAY 11, 1762

PORT of NORFOLK, VIRGINIA TO the HIGHEST BIDDER

For ONLY the Price of Their Passage Buy as Many Workers As Your Business Requires

THEY WILL WORK FOR YOU FOR 3 to 7 YEARS!!!

The people who were sold at this event were known as

A slaves.

- B indentured servants.
- C wage earners.
- D soldiers.

PASS 3.2

Standard 3: The student will examine the growth and development of colonial America.

PASS OBJECTIVE 3.2: Describe the similarities and differences (e.g., social, agricultural, and economic) in the New England, mid-Atlantic, and southern colonies, and compare and contrast life in the colonies in the eighteenth century from various perspectives (e.g., large landowners, farmers, artisans, women, slaves, and indentured servants).

10.

At first, the Georgia colony was different from other Southern colonies because James Oglethorpe outlawed

- A indentured servitude.
- B slavery.
- C firearms.
- D free enterprise.

PASS 3.2

11.

A colonial American farmer needs to buy some supplies for his farm. He tells the shopkeeper that he will pay for the supplies when he sells his crops at the end of the summer. The shopkeeper agrees to sell the supplies to the farmer.

This is an example of what kind of economic change?

- A paying with cash
- B using credit
- C using checks
- D bartering for goods

PASS 3.2

12.

A person who worked in exchange for the ship fare to North America was called

- A an apprentice.
- B a burgess.
- C a freed slave.
- D an indentured servant.

PASS 3.3

Standard 3: The student will examine the growth and development of colonial America.

PASS OBJECTIVE 3.3: Relate the contributions of important individuals and groups (e.g., John Smith, John Rolfe, Puritans, Pilgrims, Peter Stuyvesant, Roger Williams, Anne Hutchinson, Lord Baltimore, Quakers, William Penn, and James Oglethorpe).

13.

Roger Williams founded Rhode Island as a place of free worship because he was

- A cast out by the Puritans.
- B inspired by the Quakers.
- C encouraged by William Penn.
- D persecuted by the king of England.

PASS 3.3

14.

What led to Roger Williams leaving the Massachusetts Bay Colony?

- A He wanted more land for his own farm.
- B He did not agree with the Puritan leaders.
- C He thought that he should start his own religion.
- D He believed in a different god than the Puritans.

PASS 3.3

15.

In 1681, I received a charter to start a new colony. I made this colony a safe place for Quakers, a religious group that was not wanted in England. We practice religious freedom in our colony and we have made peace with the Native Americans. In our colony we have a city of brotherly love.

Who is being described?

- A Roger Williams
- B James Oglethorpe
- C William Penn
- D John Smith

PASS 4.1

Standard 4: The student will examine the lasting impact of the American Revolution.

PASS OBJECTIVE 4.1: Describe the causes and results of conflicts between England and Colonial America (e.g., the French and Indian War, Stamp Act, Boston Massacre, Intolerable Acts, Battles of Lexington and Concord, Battle of Saratoga, and Battle of Yorktown).

16.

Which of the following explains why the Battle of Saratoga was important?

- A It was the first time the American Navy was called into action.
- B The American victory caused the French to offer assistance.
- C It gave American troops time to escape from Valley Forge.
- D The American defeat forced Congress to draft more soldiers.

PASS 4.1

17.

Which caused tension between Great Britain and the colonists following the French and Indian War?

- A The British no longer traded with the colonists.
- B The colonists had to give up land to the British.
- C The British raised colonial taxes to pay for the war.
- D The colonists no longer had the support of the British king.

PASS 4.1

18.

In the 1760s, the American colonists accused Great Britain of taxation without representation. This meant that

- A Parliament taxed all imported goods.
- B the colonists did not have to pay taxes.
- C English citizens were taxed at the beginning of each year.
- D the colonists were not involved in voting for the taxes.

PASS 4.3

Standard 4: The student will examine the lasting impact of the American Revolution.

PASS OBJECTIVE 4.3: Identify and interpret the basic ideals expressed in the Declaration of Independence (e.g., "all men are created equal" and "life, liberty and the pursuit of happiness").

19.

The ideal "to establish justice" is found in which historical document?

- A Articles of Confederation
- B Declaration of Independence
- C Preamble to the U.S. Constitution
- D Bill of Rights in the U.S. Constitution

PASS 4.3

20.

One purpose for writing the Declaration of Independence was to

- A settle conflicts with foreign nations.
- B express loyalties to the British Parliament.
- C appoint governors for each colony.
- D explain complaints against the king of England.

PASS 4.3

21.

Which document stated that the American colonies were no longer under British rule?

- A Mayflower Compact
- B Declaration of Rights
- C United States Constitution
- D Declaration of Independence

PASS 4.4

Standard 4: The student will examine the lasting impact of the American Revolution.

PASS OBJECTIVE 4.4: Recognize the contributions of key individuals and groups involved in the American Revolution (e.g., Samuel Adams, the Sons of Liberty, Paul Revere, Mercy Otis Warren, George Washington, Thomas Paine, Thomas Jefferson, Marquis de Lafayette, King George III, Hessians, and Lord Cornwallis).

22.

How did King George III help start the American Revolution?

- A He sold land in the colonies to Spain.
- B He sent British troops to the colonies.
- C He invited the French to help rule the colonies.
- D He sent slaves in the colonies to Great Britain.

PASS 4.4

23.

The Sons of Liberty are best known for

- A enforcing the Intolerable Acts.
- B freeing African American slaves.
- C writing laws for the American colonies.
- D organizing protests against British rule.

PASS 4.4

24.

Which group would <u>most likely</u> agree with the ideas presented in *Common Sense*?

- A Patriots
- B Loyalists
- C Dutch sailors
- D Spanish soldiers

PASS 5.2

Standard 5: The student will describe the changing nation during the early federal period.

PASS OBJECTIVE 5.2: Identify and interpret the basic ideals expressed in and the reasons for writing the United States Constitution (e.g., weaknesses of the Articles of Confederation and Shays' Rebellion, and the goals listed in the Preamble), and outline the major provisions of the Constitution, including the federal system and the three branches of government.

25.

The U.S. Constitution gives the legislative branch of government the power to

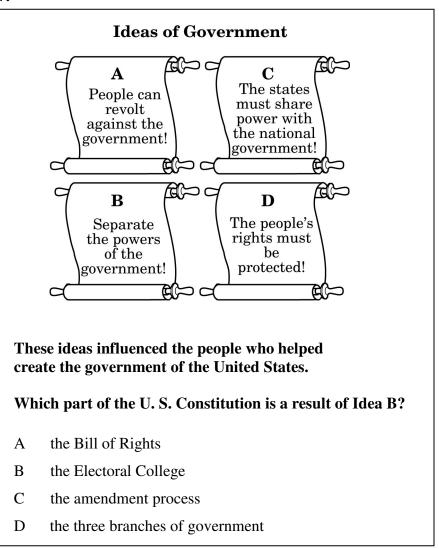
- A veto bills.
- B make laws.
- C appoint judges.
- D enforce amendments.

PASS 5.2

26.

The judicial branch can limit the powers of the legislative branch by

- A vetoing bills.
- B overriding vetoes.
- C ruling laws unconstitutional.
- D approving federal judges.



PASS 5.3

Standard 5: The student will describe the changing nation during the early federal period.

PASS OBJECTIVE 5.3: Describe the struggles involved in writing the United States Constitution (e.g., the interests of large states and small states and the major compromises over representation in Congress), its ratification (e.g., Federalists vs. Anti-federalists), and the addition of the Bill of Rights; and explain the rights and responsibilities of citizens..

28.

The New Jersey Plan and the Virginia Plan both addressed the states' conflict over

- A economic differences.
- B geographic differences.
- C political differences.
- D population differences.

PASS 5.3

29.

One way the First Amendment protects individual rights is by

- A guaranteeing a trial by jury.
- B allowing ownership of guns.
- C securing freedom of religion.
- D requiring rules for police searches.

PASS 5.3

30.

The first ten amendments to the U.S. Constitution are known as the

APreamble.

- B Bill of Rights.
- C Articles of Confederation.
- D Declaration of Independence.

PASS 5.3 31.

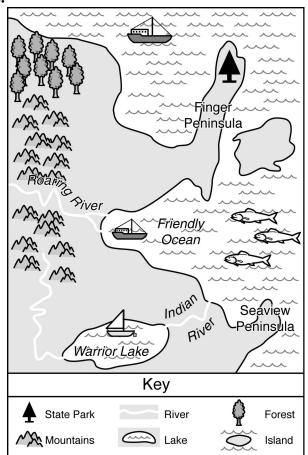
Why are "Letters to the Editor" an important part of a newspaper?

- The readers can exercise their right of free speech. А
- The government can know the opinions of citizens. В
- С The schools can determine the needs of local people.
- D The readers can show their knowledge of current events.

Standard 7: The student will review and strengthen geographic skills.

PASS OBJECTIVE 7.1: Identify, evaluate and draw conclusions from different kinds of maps, graphs, charts, diagrams, and other sources and representations, such as aerial and shuttle photographs, satellite-produced images, the geographic information system (GIS), encyclopedias, almanacs, dictionaries, atlases, and computer-based technologies; and construct and use maps of locales, regions, continents, and the world that demonstrate an understanding of mental mapping, relative location, direction, latitude, longitude, key, legend, map symbols, scale, size, shape, and landforms.

32.



What lies directly east of the forest?

- A island
- B mountains
- C river
- D state park

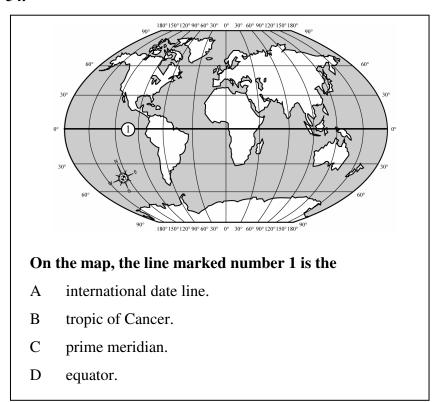
PASS 7.1

33.

When does latitude increase on a map?

- A distance from the equator
- B distance from the prime meridian
- C distance from the tropic of Cancer
- D distance from the International Date Line

PASS 7.1 34.



PASS 7.1 35.

Which formed the western boundary of the 13 English colonies?

- Appalachian Mountains А
- St. Lawrence River В
- С Atlantic Ocean
- **Rocky Mountains** D

Standard 7: The student will review and strengthen geographic skills.

PASS OBJECTIVE 7.2: Evaluate how the physical environment affects humans and how humans modify their physical environment.

36.

Which of the following <u>best</u> explains the greenhouse effect?

- A Smoke in the air has harmed human health.
- B Pollution from factories has caused acid rain.
- C Burning fossil fuel has changed the atmosphere.
- D Building roads has damaged available farmland.

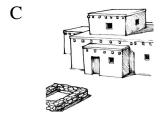
PASS 7.2

37.

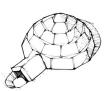
Which shelter was created by people who lived in a hot climate with little vegetation?





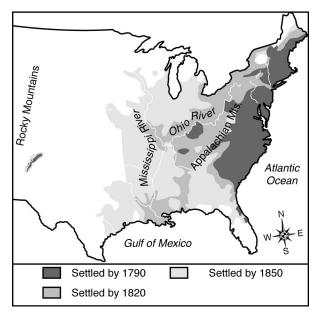


D



PASS 7.2 38.

Westward Movement



By 1790, the American Frontier extended to which landform in the West?

- A Ohio River
- B Gulf of Mexico
- C Rocky Mountains
- D Appalachian Mountains

Standard 7: The student will review and strengthen geographic skills.

PASS OBJECTIVE 7.3: Analyze the physical characteristics of historical places in various regions and the role they played (e.g., Jamestown for the English, St. Augustine for the Spanish, New Orleans for the French, and the Cherokee lands in the Carolinas and Georgia) by using a variety of visual materials and data sources at different scales (e.g., photographs, satellite and shuttle images, pictures, tables, charts, topographic and historical maps, and primary documents).

39.

- Atlantic Ocean
- Appalachian Mountains
- Mississippi River

Which is the <u>best</u> title for the list above?

- A Culture Regions of the United States
- B North America's Largest Physical Regions
- C Barriers to Early North American Settlement
- D Locations of the First Revolutionary War Battles

PASS 7.3

40.

Agriculture was more important in the Southern colonies than in the New England colonies because in the Southern colonies the

- A climate was cooler.
- B wind was less damaging.
- C growing season was longer.
- D rainfall was more predictable.

PASS 7.3

41.

- Philadelphia, Pennsylvania
- New Orleans, Louisiana
- New York City, New York
- Jamestown, Virginia

Which is a common geographic feature shared by each city above?

- A established on the Great Plains
- B founded west of the Appalachian Mountains
- C established on the coast
- D located on a river

Standard 7: The student will review and strengthen geographic skills.

PASS OBJECTIVE 7.4: Interpret geographic information to explain how society changed as the population of the United States moved west, including where Native Americans lived and how they made their living.

42.

Early European settlers changed the lives of Native Americans the most by the

- A contagious epidemic diseases that they carried.
- **B** new ways of hunting that they taught.
- **C** trade for furs that they engaged in.
- **D** food supplies that they shared.

1. D	21. D
2. D	22. C
3. B	23. D
4. D	24. A
5. B	25. B
	201 0
6. D	26. C
7. D	27. D
8. D	28. D
9. B	29. C
10. B	30. B
10. D	50. D
11. B	31. A
12. D	32. D
13. A	33. A
14. B	34. D
15. C	35. A
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16. B	36. C
17. C	37. C
18. D	38. A
19. C	39. C
20. D	40. C
	41. D

42. A