

Chapter 4: *i*LEAP Social Studies, Grade 7

This section describes the overall design of the *i*LEAP Social Studies test to be administered to students in grade 7. 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 7 test assesses three of the four social studies strands delineated in the Louisiana Comprehensive Curriculum (LCC) and the Louisiana Social Studies Framework: History, Geography, and Civics.

History

The GLEs for grade 7 focus on a comprehensive study of American history from the causes and course of the American Revolutionary War to the Civil War and Reconstruction. Students learn about the creation and ratification of the U.S. Constitution, the creation of early foreign policy, the westward expansion of the United States, the effect of advancements in agriculture and transportation on the American economy, major reform movements, differences between northern and southern states that led to the outbreak of the Civil War, the course and consequences of the Civil War, and the successes and failures of Reconstruction. Students continue to employ historical thinking skills in understanding and analyzing American history.

Geography

The study of American history is integrally linked with the secondary focus of geography. The GLEs for grade 7 focus on the use of geographic information, tools, and concepts in learning about human settlement and migration, cultural diffusion, the effect of the physical environment on human settlement patterns and economic activities, and the consequences of urban development in the United States.

Students also are expected to apply the economic concept of interdependence and trade throughout their study of geography and history.

Civics

The GLEs for grade 7 focus on a thorough study of the early origins of the government of the United States, including its structure and major purposes. Students learn about the federal system, various forms of government, powers of the three branches of the federal government, qualifications and terms of major government leaders, how a bill becomes a law, problems faced after the American Revolution that led to the writing of the Constitution, major principles embodied in the U.S. Constitution and the Bill of Rights, the role of political parties in the American political system, and how foreign policy is formed and carried out. In addition, students will identify the requirements for U.S. citizenship, and explain the importance of the rights and responsibilities of citizenship.

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 the three major branches of government, a diagram showing the structure of the federal system, or a timeline outlining the major accomplishments of a president)
- 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 Declaration of Independence), 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 *iLEAP* 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 14 provides the test specifications for the grade 7 *iLEAP* Social Studies assessment.

Table 14: Grade 7 Social Studies Test Specifications

Strand/Category	% of Total Points
Geography	15
A. The World in Spatial Terms	
B. Places and Regions	
C. Physical and Human Systems	
D. Environment and Society	
Civics	50
A. Structure and Purpose of Government	
B. Foundations of the American Political System	
C. International Relationships	
D. Roles of the Citizen	
History	35
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 7, three strands are taught and assessed: Geography, Civics, 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 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.

Strand C: Civics—Citizenship and Government

Standard: 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.

Strand H: History—Time, Continuity, and Change

Standard: Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and 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 prekindergarten GLE “demonstrate an awareness of time” begins the development of the concept “interpret a timeline to identify cause-and-effect relationships among events in U.S. history.” In subsequent grades, GLEs build on this historical thinking skills concept.

Most of the grade 7 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 number 4 is not measured on the grade 7 *iLEAP*. For the Civics and Economics strands, GLE numbers 17, 20, 21, 26, 28, 31, 41, and 42 are not directly measured by questions in the grade 7 *iLEAP*. In addition, GLE numbers 43, 44, 45, 46, 47, 48, 49, 50, 57, 59, and 63 focus on historical thinking skills that require students to use outside resources unavailable during the test or require students to provide an explanation; therefore they cannot be assessed in a multiple-choice format. Finally, in accordance with the Comprehensive Curriculum, GLE numbers 74, 75, 76, 77, 78, 79, 80, 81, and 82 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, 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 15 provides two examples of benchmark codes.

Table 15: 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 7 Assessment

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

- Types of maps, charts, graphs, and diagrams related to U.S. history—*e.g., population, electoral, or territorial maps; bar, circle, or line graphs*

Places and Regions

- Physical features and climate that affected migration, settlement patterns, and land use in the U.S. through 1877—*e.g., landforms (such as Rocky Mountains, Appalachian Mountains, Great Plains, etc.), bodies of water, vegetation and precipitation patterns, mining and deforestation*
- Physical features that have influenced U.S. historical events—*e.g., Ohio River Valley in the American Revolution and Civil War, landforms and rivers encountered by Lewis and Clark expedition and pioneers, Mississippi River in the Battle of New Orleans*

Physical and Human Systems

- Patterns of rural/urban migration in the U.S.—*e.g., political, cultural, and economic motives for migration (Gold Rush, rise of industrialization and growth of cities, Homestead Act, etc.); population patterns*
- Positive and negative consequences of urban development in the U.S.—*e.g., cultural diversity, transportation, increased jobs; overcrowding, pollution and deforestation, push/pull factors*
- Racial, ethnic, and religious groups that settled in the U.S.—*e.g., Irish, Acadians, Germans, Chinese, British*
- Political, cultural, and economic reasons for immigration—*e.g., find jobs or new opportunities, escape oppression or religious persecution, flee drought or famine; push/pull factors*
- Economic interdependence of Great Britain and the American colonies—*trade of raw materials and agricultural goods for manufactured products*
- Changing political boundaries due to cooperation and conflict in the U.S. to 1877—*e.g., Missouri Compromise, Louisiana Purchase, Gadsden Purchase, Treaty of Guadalupe-Hidalgo*

Environment and Society

- Physical environments in the North and South that led to different economic activities—*e.g., shipbuilding, textile mills, fishing versus cotton, tobacco, sugarcane and rice farming; differences in climate, soil, bodies of water, and landforms*

Civics

Structure and Purposes of Government

- Major purposes of government—*e.g., ensure domestic tranquility, provide for the common defense, promote general welfare, secure the blessings of liberty, make laws*
- Definition of federalism and structure of a federal system
- Characteristics and organization of various forms of government—*e.g., absolute or constitutional monarchy, direct democracy, republic, oligarchy, autocracy and totalitarian dictatorship*
- System of checks and balances and the limit of government through separation of power—*e.g., presidential veto, judicial review, congressional override and approval of presidential nominees, presidential appointment of judges, impeachment*
- Powers of the federal government according to the U.S. Constitution—*e.g., print money, establish a postal service, approve treaties, declare war, raise an army*
- Powers shared by the federal government and the state governments—*e.g., establish courts, tax citizens, pass laws, enforce laws*
- Structure and powers of the three branches of government and the limits of those powers
- Key positions within each branch of government
 - Executive—*president, vice-president, attorney general, secretary of state and other cabinet secretaries, Joint Chiefs of Staff*
 - Legislative—*Speaker of the House of Representatives, president of the Senate, House and Senate majority leaders*
 - Judicial—*Supreme Court justices, chief justice, federal district judge*
- Qualifications, terms of office, responsibilities, and limits of power for elected officials at the national level
- How a bill becomes a law at the federal level

Foundations of the American Political System

- Problems the U.S. faced after the American Revolution that led to the writing of the Constitution—*e.g., weaknesses of the Articles of Confederation, Shays' Rebellion, Federalist Papers*
- Similarities and differences of the Articles of Confederation and the U.S. Constitution
- Formation of the American constitutional government and the federal union—*e.g., Continental Congress, Great Compromise*
- Arguments and leaders of the Federalists and Anti-Federalists
- Ancient governments that influenced American democracy and culture—*e.g., Greek direct democracy, Roman Republic, British Parliament*
- Major ideas expressed in the Mayflower Compact and the Declaration of Independence—*e.g., natural/basic rights, self-government, proclamation of freedom*
- Principles of government embodied in the U.S. Constitution—*e.g., popular sovereignty, respect for individual liberties, checks and balances, due process of law, separation of powers, consent of the governed*
- Methods of making changes in a democratic society—*e.g., petition, elections, impeachment, civil disobedience (marches, rallies, boycotts, strikes), compromise, constitutional amendment, recall*

- Political parties in the American political system—*e.g., two-party system, purpose of national convention, party platform*

International Relationships

- Political divisions of the world—*e.g., nation, state*
- Processes and strategies nations use to interact—*e.g., trade, diplomacy, treaties, tariffs and embargoes, United Nations, economic and humanitarian aid, sanctions*
- Ways U.S. foreign policy is formed and carried out—*e.g., Monroe Doctrine, presidential summit meetings, military actions, Senate approval of treaties, negotiations by an ambassador or the secretary of state*
- Types of foreign policy issues—*e.g., war, isolationism, national security, containment*

Roles of the Citizen

- Qualifications and requirements for U.S. citizenship—*e.g., birth in the U.S., birth to American parents abroad, naturalization (residency, citizenship test, oath of allegiance)*
- Issues involving important rights and responsibilities of individuals in American society
 - Rights—*First Amendment freedoms, rights of persons with disabilities, due process of law, other rights in the Bill of Rights*
 - Responsibilities—*military service, jury duty, paying taxes, obeying laws, holding public office*

History

United States History

- Causes, course, and consequence of the American Revolutionary War—*e.g., Stamp Act, Townshend Acts, Tea Act, Intolerable Acts, Battle of Saratoga, Benedict Arnold, Thomas Paine, Yorktown, Boston Tea Party, Fort Ticonderoga, Declaration of Independence*
- Compare and contrast the strategies and motivations of the Patriots, Loyalists, and British during the American Revolution—*e.g., Sons of Liberty, Committees of Correspondence, British recruitment of slaves, American merchants*
- Key figures in the American Revolution—*e.g., Benjamin Franklin, Thomas Jefferson, George Washington, Samuel Adams, John Hancock, Patrick Henry, George Rogers Clark*
- Effect of the American Revolution on the politics, society, and economy of the U.S.—*e.g., national debt, local elections, state constitutions*
- Issues involved in the creation and ratification of the U.S. Constitution—*e.g., Constitutional Convention, Virginia Plan, New Jersey Plan, Connecticut Compromise, Three-Fifths Compromise, slavery question, addition of a bill of rights*
- Specific guarantees of the Bill of Rights—*e.g., freedom of speech, religion, assembly, press, and petition; right to bear arms; compensation for private property; rights of the accused (warrants for search and seizure, protection from double jeopardy and self-incrimination, speedy and public trial by jury, due process of law, right to an*

- attorney, no excessive bail or cruel and unusual punishment); other rights reserved to the people*
- Provisions of the Monroe Doctrine and its influence on U.S. foreign relations
 - Effect of westward movement of the U.S. on relations with American Indians and the changes it created—*e.g., Oregon Trail, Oregon Territory, expansion of railroad system, Great Plains, government policy toward American Indians in the early 1800s, removal/resettlement of American Indian nations, resistance strategies of American Indians*
 - Concept of Manifest Destiny and its economic, political, social, and religious roots—*e.g., Homestead Act, Preemption Act, Transcontinental Railroad, Gold Rush, Gadsden Purchase*
 - Causes, course, and consequences of the Texas War for Independence and the Mexican-American War
 - The influence of Jacksonian democracy on the U.S. political system—*e.g., Indian Removal policy, Trail of Tears, spoils system (Kitchen Cabinet), support of increased federal power, national bank*
 - Major technological developments related to land, water, and transportation—*e.g., roads, canals, railroads, steamboat, cotton gin, steel plow, mechanical plow*
 - National policies on a protective tariff, national bank, federally funded improvements (roads, canals, railroads), and educational and prison reforms—*e.g., Bank of the United States, Erie Canal, Cumberland Road, Alexander Hamilton, protective tariffs*
 - Comparison of ways of life in northern and southern states—*e.g., rapid urbanization and industrialization in the North, growth of agricultural economy and slavery in the South*
 - Causes and explanations for new waves of immigration prior to the Civil War—*e.g., railroad, potato famine in Ireland, the appeal of gold in California, political unrest, American (Know-Nothing) Party*
 - Importance of the ideas and reform leaders of the Second Great Awakening—*e.g., public education, mental health and prisons, temperance, suffrage, religion, abolition*
 - Fundamental beliefs of abolitionists—*e.g., William Lloyd Garrison, Harriet Tubman, Underground Railroad, John Brown, Harper’s Ferry, Frederick Douglass, positions of those who favored gradual versus immediate emancipation*
 - Leaders and effects of the major antebellum reform movements—*Seneca Falls Convention, woman’s suffrage, Elizabeth Cady Stanton, Susan B. Anthony, Julia Ward Howe, Dorothea Dix, temperance, Horace Mann*
 - Advantages and disadvantages of the North and the South at the outbreak of the Civil War and their economic, social, and cultural differences

Grade 7 Social Studies Standards, Benchmarks, and GLEs

The following chart presents **all** grade 7 Social Studies standards, benchmarks, and GLEs.

GRADE 7 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	
G-1A-M2: interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns	1. Analyze various types of maps, charts, graphs, and diagrams related to U.S. history (G-1A-M2)
G-1A-M3: organizing and displaying information about the location of geographic features and places by using mental mapping skills	
<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	2. Explain how physical features and climate affected migration, settlement patterns, and land use in the United States through 1877 (G-1B-M1)
G-1B-M2: identifying and describing significant physical features that have influenced historical events	3. Identify and describe significant physical features that have influenced U.S. historical events (e.g., Ohio River Valley in the American Revolution) (G-1B-M2)
G-1B-M3: identifying criteria used to define regions and explaining how and why regions change	
G-1B-M4: describing and explaining how personal interests, culture, and technology affect people’s perceptions and uses of places and regions	4. Explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in the United States (G-1B-M4)
<i>C. Physical and Human Systems</i>	
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	5. Explain patterns of rural/urban migration and the positive and negative consequences of urban development in the United States (G-1C-M3)
G-1C-M4: analyzing types, patterns, and effects of human migration over time	6. Identify selected racial, ethnic, and religious groups that settled in the United States and explain the political, cultural, and economic reasons for immigration (G-1C-M4)
G-1C-M5: tracing local and worldwide patterns of cultural diffusion and analyzing their causes and effect	
G-1C-M6: comparing historical and contemporary patterns of economic interdependence	7. Compare the interdependence of Great Britain and the American colonies to the global economy today (G-1C-M6)
G-1C-M7: explaining how cooperation and conflict among people contribute to the political divisions on Earth’s surface	8. Explain how cooperation and conflict affected the changing political boundaries of the United States to 1877 (e.g., Missouri Compromise) (G-1C-M7)
D. Environment and Society	
G-1D-M1: analyzing and evaluating the effects of human actions upon the physical environment	
G-1D-M2: explaining and giving examples of how characteristics of different physical environments affect human activities	9. Explain how the different physical environments in the American North and South led to different economic activities (G-1D-M2)
G-1D-M3: analyzing the worldwide distribution and utilization of natural resources	
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	10. Explain and evaluate the major purposes of government (C-1A-M1)
C-1A-M2: describing the essential characteristics of various systems of government	11. Explain the meaning of the term <i>federalism</i> (C-1A-M2) 12. Distinguish between various forms of government (e.g., monarchy, totalitarian) and describe their characteristics and organization (C-1A-M2)

<p>C-1A-M3: explaining how the powers of the government are distributed, shared, and limited by the United States and Louisiana constitutions</p>	<p>13. Explain how separation of powers limits government and describe the U.S. government system of checks and balances (C-1A-M3)</p> <p>14. Identify the powers of the U.S. federal government and the powers it shares with state governments according to the U.S. Constitution (C-1A-M3)</p>
<p>C-1A-M4: explaining the purposes of state constitutions and describing the relationship of state constitutions to the federal constitution</p>	
<p>C-1A-M5: describing the organization and major responsibilities of local, state, and national governments</p>	<p>15. Identify the structure and powers of the three branches of the federal government, the limits of those powers, and key positions within each branch (C-1A-M5)</p>
<p>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</p>	<p>16. Identify qualifications and terms of office for elected officials at the national level (C-1A-M6)</p> <p>17. Identify current government leaders at the national level (C-1A-M6)</p> <p>18. Describe the powers/responsibilities and limits of power for government officials at the national level (C-1A-M6)</p>
<p>C-1A-M7: explaining the importance of law in the American constitutional system and applying criteria to evaluate rules and laws</p>	<p>19. Explain how a bill becomes law at the federal level (C-1A-M7)</p> <p>20. Examine a given law or court ruling and evaluate it based on given criteria (e.g., Dred Scott decision) (C-1A-M7)</p>
<p>C-1A-M8: explaining how public policy is formed, debated, and carried out at local, state, and national levels</p>	
<p>C-1A-M9: explaining the necessity of taxes and describing the purposes for which tax revenues are used</p>	
<p>C-1A-M10: identifying and evaluating different types of taxes</p>	<p>21. Evaluate a type of tax in an historical context (e.g., Stamp Act, Tea Tax) (C-1A-M10)</p>

<i>B. Foundations of the American Political System</i>	
C-1B-M1: explaining the essential ideas and historical origins of American constitutional government	<p>22. Identify problems the United States faced after the American Revolution that led to the writing of the U.S. Constitution (C-1B-M1)</p> <p>23. Compare and contrast the Articles of Confederation with the U.S. Constitution (C-1B-M1)</p> <p>24. Identify the roles of the Continental Congress and the Great Compromise in forming the American constitutional government and the federal union (C-1B-M1)</p> <p>25. Identify the arguments of the Federalists and Anti-Federalists (C-1B-M1)</p> <p>26. Explain how historical English documents, such as the Magna Carta and the English Bill of Rights, influenced American democracy (C-1B-M1)</p> <p>27. Explain how ancient governments influenced American democracy and culture (C-1B-M1)</p>
C-1B-M2: identifying and describing the historical experiences and the geographic, social, and economic factors that have helped to shape American political culture	28. Describe historical experiences and factors that defined, influenced, and helped shape American political culture (C-1B-M2)
C-1B-M3: explaining the meaning and importance of basic principles of American constitutional democracy as reflected in core documents	<p>29. Define and explain the ideas expressed in the Mayflower Compact and the Declaration of Independence (C-1B-M3)</p> <p>30. Explain the principles of government embodied in the U.S. Constitution (C-1B-M3)</p>
C-1B-M4: analyzing the ways in which political and social conflict can be peacefully resolved	31. Analyze methods used to institute change or resolve social conflict in U.S. history (e.g., War of 1812, states' rights theory) (C-1B-M4)
C-1B-M5: analyzing democratic processes used to institute change	32. Explain how changes are made in a democratic society (C-1B-M5)
C-1B-M6: analyzing the importance of political parties, campaigns, and elections in the American political system	33. Describe the role of political parties in the American political system (C-1B-M6)
<i>C. International Relationships</i>	
C-1C-M1: describing how the world is organized politically and explaining the means by which nation-states interact	<p>34. Describe political divisions of the world (nation-states) (C-1C-M1)</p> <p>35. Explain various processes/strategies nations use to interact (C-1C-M1)</p>
C-1C-M2: explaining the formation, implementation, and impact of United States foreign policy	36. Explain how U.S. foreign policy is formed and carried out (C-1C-M2)
C-1C-M3: identifying types of foreign policy issues, using current and historical examples	37. Identify types of foreign policy issues with reference to current and historical examples (e.g., Middle East conflicts) (C-1C-M3)

<i>D. Roles of the Citizen</i>	
C-1D-M1: explaining the meaning of citizenship and the requirements for citizenship and naturalization in the United States	38. Identify the qualifications or requirements for U.S. citizenship, including naturalization (C-1D-M1)
C-1D-M2: identifying the rights and responsibilities of citizens and explaining their importance to the individual and to society	39. Explain the importance of various rights and responsibilities of citizenship to the individual or to society at large (e.g., Bill of Rights) (C-1D-M2)
C-1D-M3: discussing issues involving the rights and responsibilities of individuals in American society	40. Explain issues involving rights and responsibilities of individuals in American society (e.g., rights of individuals with disabilities, responsibility to pay taxes) (C-1D-M3)
C-1D-M4: describing the many ways by which citizens can organize, monitor, and help to shape politics and government at local, state, and national levels	
C-1D-M5: communicating the importance of knowledge to competent and responsible political participation and leadership	
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.	
<i>A. Fundamental Economic Concepts</i>	
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	41. Use economic concepts (e.g., supply and demand, interdependence) to explain Mercantilism and describe its role in British colonization and the conflict between the thirteen American colonies and Great Britain (E-1A-M9)
<i>B. Individuals, Households, Businesses, and Governments</i>	
E-1B-M1: explaining the role of supply and demand in a competitive market system	
E-1B-M2: explaining the factors that affect the production and distribution of goods and services	
E-1B-M3: explaining the difference between private and public goods and services	
E-1B-M4: identifying the costs and benefits of government policies on competitive markets	
E-1B-M5: identifying different types of taxes and user fees and predicting their consequences	
E-1B-M6: determining the reasons for trade between nations, identifying costs and benefits, and recognizing the worldwide interdependence that results	42. Identify U.S. exports and imports that contributed to the U.S economic interdependence with Europe and other parts of the world during the eighteenth and nineteenth centuries (E-1B-M6)
E-1B-M7: describing historical and economic factors that have contributed to the development and growth of the national, state, and local economies	
<i>C. The Economy as a Whole</i>	
<i>There are no Grade-Level Expectations for benchmarks in grade 7 of 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	43. Construct a timeline of key events and key figures in U.S. history from 1763 to 1877 (H-1A-M1) 44. Interpret a timeline to identify cause-and-effect relationships among events in U.S. history (H-1A-M1)
H-1A-M2: demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred	45. Explain the point of view of key historical figures and groups in U.S. history (H-1A-M2)

H-1A-M3: analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history	46. Explain the causes, effects, or impact of a given historical event in U.S. history (H-1A-M3) 47. Explain how a given historical figure influenced or changed the course of U.S. history (H-1A-M3)
H-1A-M4: analyzing historical data using primary and secondary sources	48. Compare and contrast two primary sources related to the same event in U.S. history (H-1A-M4)
H-1A-M5: identifying issues and problems from the past and evaluating alternative courses of action	49. Propose and defend an alternative course of action to a given issue or problem in U.S. history (H-1A-M5)
H-1A-M6: conducting research in efforts to answer historical questions	50. Conduct historical research using a variety of resources, and evaluate those resources for reliability and bias, to answer historical questions related to U.S. 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	
H-1B-M2: explaining the cultural, ecological, and economic results of early European exploration and colonization	
H-1B-M3: describing the interactions among Native Americans, early Europeans, and Africans in the Americas	
H-1B-M4: tracing the emergence of religious freedom and changing political institutions in the English colonies	
H-1B-M5: analyzing the impact of European cultural, political, and economic ideas and institutions on life in the Americas	
H-1B-M6: explaining the causes and course of the American Revolution and the reasons for the American victory	51. Explain the causes, course, and consequences of the American Revolutionary War (H-1B-M6) 52. Compare and contrast the strategies and motivations of the Patriots, Loyalists, and British during the American Revolution (H-1B-M6) 53. Explain the role of key figures in the American Revolution (H-1B-M6)
H-1B-M7: explaining the impact of the American Revolution on the politics, society, and economy of the new nation	54. Explain how the American Revolution affected the politics, society, and economy of the new nation (H-1B-M7)
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	55. Describe the issues involved in the creation and ratification of the U.S. Constitution (H-1B-M8) 56. Explain the significance of the Bill of Rights and its specific guarantees (H-1B-M8) 57. Describe major events and issues involving early presidencies (H-1B-M8)

<p>H-1B-M9: describing the territorial expansion of the United States and analyzing the effects on relations with Native Americans and external powers</p>	<p>58. Explain Napoleon’s reasons for selling the Louisiana territory to the United States and the impact of that acquisition (H-1B-M9)</p> <p>59. Explain President Madison’s reason for declaring war in 1812, the sectional divisions over the war, and the consequences of the Native American alliance with the British (H-1B-M9)</p> <p>60. Describe provisions of the Monroe Doctrine and its influence on U.S. foreign relations (H-1B-M9)</p> <p>61. Explain westward movement of the United States, the changes it created, and its effects on relations with Native Americans (H-1B-M9)</p> <p>62. Explain Manifest Destiny and its economic, political, social, and religious roots (H-1B-M9)</p> <p>63. Describe diplomatic and political developments that led to the resolution of conflicts with Britain, Spain, and Russia from 1815 to 1850 (H-1B-M9)</p> <p>64. Identify the causes, course, and consequences of the Texas War for Independence and the Mexican-American War (H-1B-M9)</p>
<p>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</p>	<p>65. Describe Jacksonian democracy, the influence of Jackson on the U.S. political system, and Jackson’s Indian Removal Policy (H-1B-M10)</p> <p>66. Identify major technological developments related to land, water, and transportation and explain how they transformed the economy, created international markets, and affected the environment (H-1B-M10)</p> <p>67. Analyze national policies on a protective tariff, a national bank, federally funded improvements (e.g., roads, canals, railroads), and educational and prison reforms (H-1B-M10)</p> <p>68. Compare ways of life in northern and southern states and identify factors that caused rapid urbanization and the growth of slavery (H-1B-M10)</p> <p>69. Identify the causes and explain the effects of new waves of immigration prior to the Civil War (H-1B-M10)</p>

<p>H-1B-M11: explaining and giving examples of the reform movements that occurred during the antebellum period and evaluating their impact on American society</p>	<p>70. Explain the importance of the Second Great Awakening, the ideas of its principal leaders, and how it affected public education, temperance, woman’s suffrage, and abolition (H-1B-M11)</p> <p>71. Describe fundamental beliefs of abolitionists and compare positions of those who favored gradual versus immediate emancipation (H-1B-M11)</p> <p>72. Identify the major antebellum reform movements, their leaders, and the movements’ effects on the United States (H-1B-M11)</p>
<p>H-1B-M12: describing the causes and course of the Civil War and examining the impact of the war on the American people</p>	<p>73. Describe the economic, social, and cultural differences between the North and South, including the advantages and disadvantages each had at the outbreak of the Civil War (H-1B-M12)</p> <p>74. Explain the impact of the compromises on the issue of slavery and the Dred Scott decision on increasing tensions between the North and South (H-1B-M12)</p> <p>75. Explain the immediate and long-term causes of the secession of the southern states and the outbreak of the Civil War (H-1B-M12)</p> <p>76. Describe the course of the Civil War, including major turning points and the war’s immediate and long-term impact on the North and the South (H-1B-M12)</p> <p>77. Explain the purpose, significance, and results of Lincoln’s Emancipation Proclamation (H-1B-M12)</p> <p>78. Describe provisions of the Thirteenth Amendment and Lincoln’s reasons for advancing it, as well as the purpose and significance of the Fourteenth and Fifteenth Amendments (H-1B-M12)</p>
<p>H-1B-M13: comparing and evaluating various reconstruction plans of the post–Civil War era</p>	<p>79. Describe, compare, and evaluate various reconstruction plans of the post–Civil War South (H-1B-M13)</p> <p>80. Explain the growing conflict between Andrew Johnson and Congress and the reasons for and consequences of his impeachment and trial (H-1B-M13)</p> <p>81. Describe the successes and failures of Reconstruction, as well as its impact on the South (H-1B-M13)</p> <p>82. Explain how the presidential election of 1876 led to the Compromise of 1877 and brought about an end to Reconstruction in the South (H-1B-M13)</p>
<p>H-1B-M14: describing the impact of industrialization in the United States</p>	

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>	
<i>There are no Grade-Level Expectations for benchmarks in grade 7 for this category.</i>	
<i>D. Louisiana History</i>	
<i>There are no Grade-Level Expectations for benchmarks in grade 7 for this category.</i>	

Sample Test Items: Grade 7 Social Studies

Civics

Structure and Purposes of Government

GLE 11—*Explain the meaning of the term federalism (C-1A-M2)*

- 1 Federalism is **best** described as a system in which
- A** most or all power is concentrated in a central government.
 - B** little or no government power is exercised over individuals.
 - C** self-ruling nations or states ally with others for a common purpose.
 - D** power is balanced between a central government and state governments.

Correct response: D

Match to GLE: This item asks students to identify an important characteristic of federalism. Other grade 7 iLEAP items that measure this GLE may ask students to recognize other aspects of federalism.

Civics

Structure and Purposes of Government

GLE 12—*Distinguish between various forms of government (e.g., monarchy, totalitarian) and describe their characteristics and organization (C-1A-M2)*

- 2 Which statement **best** describes a republic?
- A** A king or queen rules according to a constitution.
 - B** One political group or economic class rules over everyone.
 - C** Priests or religious leaders rule as representatives of divine will.
 - D** The people elect representatives to make policy decisions for them.

Correct response: D

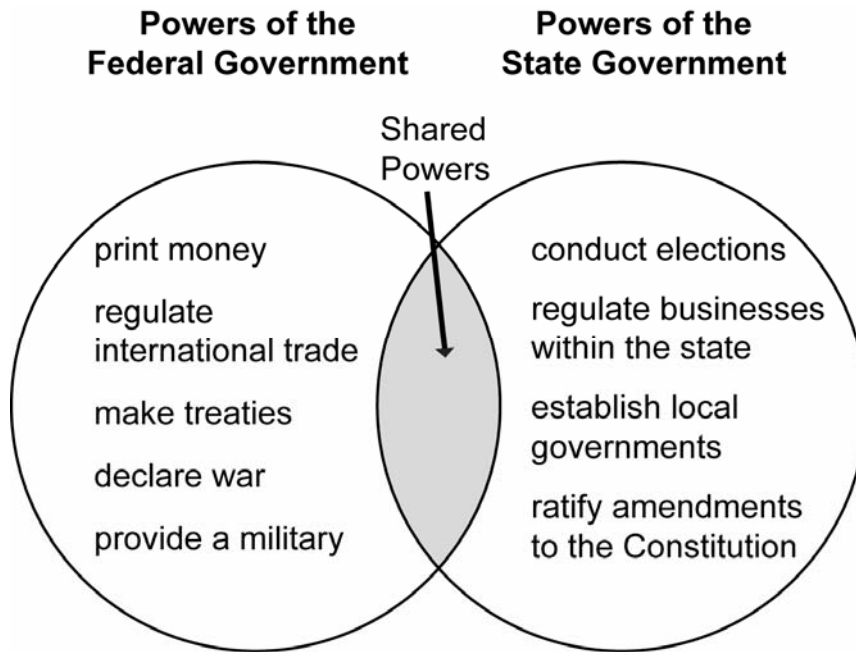
Match to GLE: This item asks students to identify an important characteristic of a republic. Other grade 7 iLEAP items that measure this GLE may ask students to describe or distinguish among other forms of government.

Civics

Structure and Purposes of Government

GLE 14—Identify the powers of the U.S. federal government and the powers it shares with state governments according to the U.S. Constitution (C-1A-M3)

Use this web to answer question 3.



3 Which power does **not** belong in the shaded area of the web?

- A** collect taxes
- B** establish courts
- C** establish post offices
- D** make and enforce laws

Correct response: C

Match to GLE: This item presents students with a web (Venn diagram) and asks students to identify a power that is not shared by state and federal government. Other grade 7 iLEAP items that measure this GLE may relate to other aspects of shared or separated powers.

Civics

Structure and Purposes of Government

GLE 15—Identify the structure and powers of the three branches of the federal government, the limits of those powers, and key positions within each branch (C-1A-M5)

Use this passage to answer question 4.

In 1965 in Des Moines, Iowa, John and Mary Beth Tinker were suspended from school for wearing black armbands to protest the Vietnam War. Their parents filed a suit against the school district, claiming that the school had violated their children's right to freedom of expression.

The Supreme Court agreed with the parents. The court said John and Mary Beth did not intrude upon the rights of others by expressing themselves. Therefore, the students' actions fell under the protection of the First Amendment of the Constitution: "In the absence of . . . constitutionally valid reasons to regulate their speech, students are entitled to freedom of expression of their views."

—*Tinker v Des Moines*, 1969

- 4** This passage is from a case tried in the U.S. Supreme Court. Which power of the judicial branch was exercised in the court case?
- A** the power to reject cases
 - B** the power of judicial review
 - C** the power to preside over impeachment trials
 - D** the power to interpret laws passed by Congress

Correct response: B

Match to GLE: This item asks students to relate a power of the judicial branch to an episode in American history. Other grade 7 iLEAP items that measure this GLE may focus on powers of the executive or legislative branches of government.

Civics

Structure and Purposes of Government

GLE 16—*Identify qualifications and terms of office for elected officials at the national level (C-1A-M6)*

- 5 Which is **not** a constitutional qualification for becoming president of the United States?
- A being male
 - B being at least 35 years old
 - C being a natural-born American citizen
 - D being a resident of the United States for at least 14 years

Correct response: A

Match to GLE: This item relates to the qualifications for the office of president. Other grade 7 iLEAP items that measure this GLE may relate to qualifications and terms for other government offices.

Civics

Structure and Purposes of Government

GLE 18—*Describe the powers/responsibilities and limits of power for government officials at the national level (C-1A-M6)*

- 6 Under the system of checks and balances, each branch of government has roles that check the other two branches. One example of how the legislative branch checks the powers of the executive branch is
- A negotiating foreign treaties.
 - B approving cabinet appointments.
 - C declaring laws unconstitutional.
 - D nominating Supreme Court justices.

Correct response: B

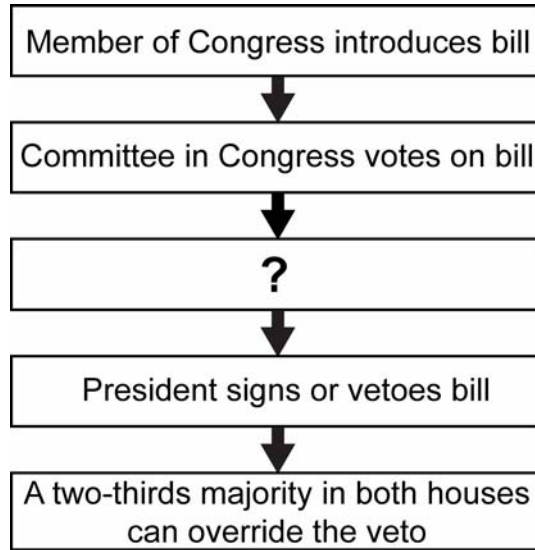
Match to GLE: This item asks students to identify how the legislative branch checks the powers of the executive branch. Other grade 7 iLEAP items that measure this GLE may involve other checks and balances among the branches of government.

Civics

Structure and Purposes of Government

GLE 19—*Explain how a bill becomes law at the federal level (C-1A-M7)*

Use this diagram to answer question 7.



- 7** This diagram shows how a bill becomes a federal law. Which of these **best** completes the diagram?
- A** The public votes on the bill in a national election.
 - B** The president’s cabinet debates and votes on the bill.
 - C** The Senate and the House debate and vote on the bill.
 - D** The Supreme Court decides whether the bill is constitutional.

Correct response: C

Match to GLE: This item asks students to identify a missing step in the process of a bill becoming a law. Other grade 7 iLEAP items that measure this GLE may relate to other aspects of this same process.

Civics

Foundations of the American Political System

GLE 22—*Identify problems the United States faced after the American Revolution that led to the writing of the U.S. Constitution (C-1B-M1)*

- 8** Through the Articles of Confederation, the new American states formed a “league of friendship” but kept most of their power as independent states. Which difficulty resulted from the lack of a strong national government during the 1780s?
- A** The institution of slavery expanded and intensified in the South.
 - B** Economic depression hit, and per-capita income fell almost 50 percent.
 - C** The states lost many trading opportunities with Great Britain.
 - D** Individual states protected their interests in ways that were harmful to other states.

Correct response: D

Match to GLE: This item asks students to identify one problem the United States faced after the Revolutionary War that led to the writing of the Constitution. Other grade 7 iLEAP items that measure this GLE may relate to other problems that led to the writing of the U.S. Constitution.

Civics

Foundations of the American Political System

GLE 23—*Compare and contrast the Articles of Confederation with the U.S. Constitution (C-1B-M1)*

Use this excerpt to answer question 9.

The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States . . .

To borrow Money on the credit of the United States . . .

To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water . . .

To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions . . .

—excerpt from *Article 1, Section 8 of the U.S. Constitution*

- 9** Which congressional power described above was **not** a power of Congress under the Articles of Confederation?
- A** the power to collect taxes
 - B** the power to borrow money
 - C** the power to declare war
 - D** the power to repel invasions

Correct response: A

Match to GLE: This item asks students to identify a power of Congress under the U.S. Constitution that was not included in the Articles of Confederation. Other grade 7 iLEAP items that measure this GLE may have students compare or contrast the U.S. Constitution and Articles of Confederation in other ways.

Civics

Foundations of the American Political System

GLE 25—*Identify the arguments of the Federalists and Anti-Federalists (C-1B-M1)*

Use this quote to answer question 10.

What, sir, is the genius of democracy?—that government is, or ought to be, instituted for the common benefit, protection, and security of the people, nation, or community . . . and that whenever any government shall be found inadequate, or contrary to those purposes, a majority of the community hath an indubitable, unalienable, and indefeasible right to reform, alter, or abolish it. . . .

This, sir, is the language of democracy—that a majority of the community have a right to alter government when found to be oppressive. But how different is the genius of your new Constitution from this! How different from the sentiments of freemen, that a contemptible minority can prevent the good of the majority! . . . If, sir, amendments are left to the twentieth, or tenth part of the people of America, your liberty is gone forever. . . .

—Patrick Henry, Virginia Ratifying Convention, 1788

- 10** What concern about the new Constitution did Patrick Henry express in these remarks?
- A** that it gave an unfair advantage to the smaller states
 - B** that it offered solutions to problems that were not important
 - C** that it left the new nation at the mercy of foreign enemies
 - D** that it gave government too much power over the people

Correct response: D

Match to GLE: This item relates to the attitudes of Patrick Henry, a prominent Anti-Federalist. Other grade 7 iLEAP items that measure this GLE may relate to the opinions or concerns of the Federalist and Anti-Federalist movements.

Civics

Foundations of the American Political System

GLE 24—Identify the roles of the Continental Congress and the Great Compromise in forming the American constitutional government and the federal union (C-1B-M1)

- 11** The delegates at the Constitutional Convention faced the following two conflicting challenges:
- the need to strengthen the federal government
 - the need to represent state interests in Congress

Which statement explains how the Great Compromise addressed these challenges?

- A** It called for a one-house legislative branch in which each state would be represented equally with one vote.
- B** It called for a two-house legislative branch in which states would be represented equally in one house and by the state's population in the other house.
- C** It called for a one-house legislative branch in which each state would be represented according to its population.
- D** It called for a two-house legislative branch in which seats in both houses would be determined by the state's population.

Correct response: B

Match to GLE: This item asks students to identify the role of the Great Compromise in forming the American constitutional government. Other grade 7 iLEAP items that measure this GLE may relate to the Continental Congress or other characteristics of the Great Compromise.

Civics

Foundations of the American Political System

GLE 27—*Explain how ancient governments influenced American democracy and culture (C-1B-M1)*

- 12** American democracy has its roots in political ideas borrowed from
- A** the Incas.
 - B** the Vikings.
 - C** the ancient Greeks.
 - D** the ancient Egyptians.

Correct response: C

Match to GLE: This item asks students to recognize the origins of American democracy in ancient Greek civilization. Other grade 7 iLEAP items that measure this GLE may ask students to recognize similar early influences on American democracy and culture.

Civics

Foundations of the American Political System

GLE 29—*Define and explain the ideas expressed in the Mayflower Compact and the Declaration of Independence (C-1B-M3)*

Use this excerpt to answer question 13.

We, in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid: And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Officers, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience.

—*Mayflower Compact, 1620*

- 13** Which fundamental ideal do the Mayflower Compact and the Declaration of Independence **both** uphold?
- A** government by the people
 - B** separation of church and state
 - C** right to overthrow an unjust government
 - D** right to liberty and the pursuit of happiness

Correct response: A

Match to GLE: This item asks students to identify one particular commonality between the Mayflower Compact and the Declaration of Independence. Other grade 7 iLEAP items that measure this GLE may relate to other aspects of these two documents.

Civics

Foundations of the American Political System

GLE 30—*Explain the principles of government embodied in the U.S. Constitution (C-1B-M3)*

- 14** Which guarantee is **not** included in the First Amendment?
- A** right to bear arms
 - B** freedom of religion
 - C** freedom of assembly
 - D** right to free speech

Correct response: A

Match to GLE: This item asks students to distinguish among First Amendment rights and other constitutional guarantees. Other grade 7 iLEAP items that measure this GLE may relate to other principles embodied in the U.S. Constitution.

Civics

International Relationships

GLE 36—*Explain how U.S. foreign policy is formed and carried out (C-1C-M2)*

- 15** Which federal agency is primarily responsible for overseeing U.S. foreign policy?
- A** Department of State
 - B** Department of Commerce
 - C** Department of the Interior
 - D** Department of Homeland Security

Correct response: A

Match to GLE: This item asks students to identify the agency responsible for U.S. foreign policy. Other grade 7 iLEAP items that measure this GLE may relate to other aspects of how foreign policy is formed and/or carried out.

Civics

Roles of the Citizen

GLE 38—Identify the qualifications or requirements for U.S. citizenship, including naturalization (C-1D-M1)

Use this page of information to answer question 16.

<input type="radio"/>	• Individuals must be able to support themselves financially or have a sponsor to support them.
	• Individuals over the age of 18 who have lived in the U.S. may begin the petition process.
<input type="radio"/>	• Individuals must obey the laws of the U.S. and support the Constitution.
	• Individuals must pass a series of tests to prove they can read, write, and speak English as well as have a basic understanding of U.S. history and government.
<input type="radio"/>	

16 The information listed above is about the

- A** process of becoming a naturalized citizen.
- B** process of obtaining a passport.
- C** requirements for voting in national elections.
- D** requirements for running for a public office.

Correct response: A

Match to GLE: This item asks students to recognize elements of the naturalization process. Other grade 7 iLEAP items that measure this GLE may ask students to describe or identify the requirements or process for becoming a citizen.

Civics

Roles of the Citizen

GLE 39—*Explain the importance of various rights and responsibilities of citizenship to the individual or to society at large (e.g., Bill of Rights) (C-1D-M2)*

Use this passage to answer question 17.

Congress shall make no laws respecting an establishment of religion, or prohibiting the free exercise thereof, or abridging the freedom of speech, or the press, or the right of the people peaceably to assemble, and to petition the government for a redress of grievance.

- 17** This passage is from the First Amendment to the U.S. Constitution. It includes the right of people to
- A** refuse to pay taxes.
 - B** protest government policies.
 - C** break the law for religious reasons.
 - D** determine how crimes should be punished.

Correct response: B

Match to GLE: This item relates to the constitutional right of citizens to protest government policies. Other grade 7 iLEAP items that measure this GLE may relate to other legal rights and responsibilities of U.S. citizens.

Geography

Places and Regions

GLE 2—*Explain how physical features and climate affected migration, settlement patterns, and land use in the United States through 1877 (G-1B-M1)*

- 18** Which statement **best** describes why colonists wanted to settle the Ohio River Valley in the mid-1700s?
- A** The area was rich in fertile soil, forests, and wild animals.
 - B** French fur trappers were eager to trade with the colonists.
 - C** There were no Native American peoples already living in the region.
 - D** The British government offered money and land to families that settled there.

Correct response: A

Match to GLE: This item asks students to identify an important physical characteristic of the Ohio River Valley. Other grade 7 iLEAP items that measure this GLE may relate to other ways that physical features and climate influenced migration, settlement, and land use in the United States through 1877.

Geography

Physical and Human Systems

GLE 6—*Identify selected racial, ethnic, and religious groups that settled in the United States and explain the political, cultural, and economic reasons for immigration (G-1C-M4)*

- 19** A person’s choice to migrate is often described in terms of “push” factors and “pull” factors. Which of the following was a **pull factor** for Irish immigrants coming to the United States between 1780 and 1850?
- A** famine
 - B** political oppression
 - C** overpopulation
 - D** job opportunities

Correct response: D

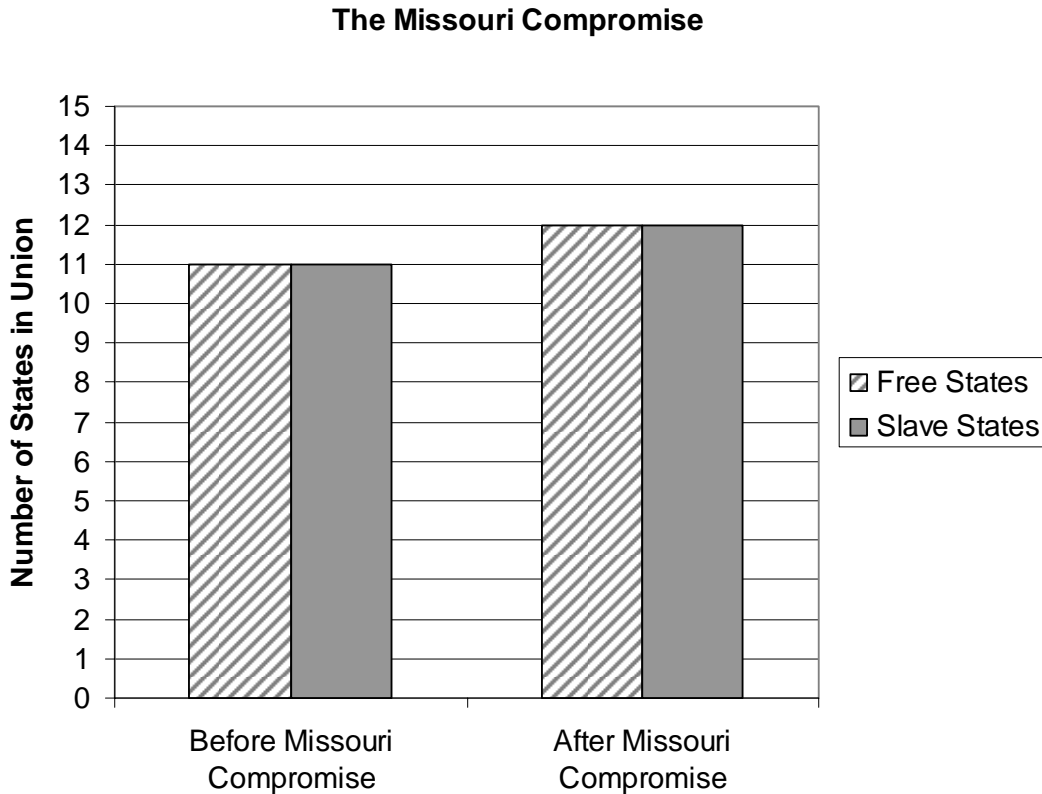
Match to GLE: This item asks students to identify an economic reason Irish immigrants were drawn to the United States. Other grade 7 iLEAP items that measure this GLE may relate to political or cultural factors and other groups of immigrants.

Geography

The World in Spatial Terms

GLE 1—Analyze various types of maps, charts, graphs, and diagrams related to U.S. history (G-1A-M2)

Use this graph to answer question 20.



20 According to the graph, which statement is true?

- A** The Missouri Compromise kept the number of free states and slave states in balance.
- B** The Missouri Compromise kept the total number of states in the Union the same.
- C** The Missouri Compromise increased the number of free states but did not change the number of slave states.
- D** The Missouri Compromise increased the number of slave states but did not change the number of free states.

Correct response: A

Match to GLE: This item asks students to interpret a double bar graph related to the Missouri Compromise. Other grade 7 iLEAP items that measure this GLE may ask students to read and interpret other maps, charts, graphs, or diagrams related to U.S. history.

History

United States History

GLE 53—*Explain the role of key figures in the American Revolution (H-1B-M6)*

- 21** What was the main contribution of Marquis de Lafayette during the American Revolution?
- A** He supplied money to the Continental Army.
 - B** He introduced new weapons to the American colonists.
 - C** He convinced France to join the fight against the British.
 - D** He helped George Washington decide military strategies.

Correct response: C

Match to GLE: This item asks students to identify the role of Marquis de Lafayette. Other grade 7 iLEAP items that measure this GLE may ask students to recognize the contributions of other key figures in the American Revolution.

History

United States History

GLE 51—*Describe one or more of the events that led to the American Revolution (H-1B-M6)*

- 22** Great Britain responded to the Boston Tea Party by
- A** repealing the Tea Act and ending the tax on tea.
 - B** passing the Coercive Acts and closing Boston Harbor.
 - C** sending troops to Concord to seize the local militia's weapons.
 - D** sending the Olive Branch Petition to make peace with the colonies.

Correct response: B

Match to GLE: This item asks students to identify a result of the Boston Tea Party. Other grade 7 iLEAP items that measure this GLE may ask students to describe other events that led to the American Revolution.

History

United States History

GLE 60—*Describe provisions of the Monroe Doctrine and its influence on U.S. foreign relations (H-1B-M9)*

- 23** Which statement is an idea expressed in the Monroe Doctrine?
- A** The United States, not Europe, should complete the settlement of North America.
 - B** The United States, not Britain, should control British territories in Asia.
 - C** The United States should trade only with Britain and France.
 - D** The United States should expand its territory north into Canada.

Correct response: A

Match to GLE: This item asks students to describe an aspect of the Monroe Doctrine. Other grade 7 iLEAP items that measure this GLE may ask students to describe other aspects of the Monroe Doctrine.

History

United States History

GLE 62—*Explain Manifest Destiny and its economic, political, social, and religious roots (H-1B-M9)*

Use this quotation to answer question 24.

We are the nation of human progress, and who will, what can, set limits to our onward march? Providence is with us, and no earthly power can. We point to the everlasting truth on the first page of our national declaration, and we proclaim to the millions of other lands, that “the gates of hell”—the powers of aristocracy and monarchy—“shall not prevail against it.”

- 24** This quotation was taken from a journal article in 1839. With which statement would the author of the article **most likely** agree?
- A** The United States should be careful about growing too quickly.
 - B** The United States should be ruled by a monarchy.
 - C** The United States was meant by God to expand and become great.
 - D** The United States does not need to protect its borders.

Correct response: C

Match to GLE: This item asks students to identify the religious rationale for Manifest Destiny. Other grade 7 iLEAP items that measure this GLE may relate to the economic, political, or social rationales of this idea.

History

United States History

GLE 65—Describe Jacksonian democracy, the influence of Jackson on the U.S. political system, and Jackson’s Indian Removal Policy (H-1B-M10)

- 25** Which of these was a policy of Andrew Jackson’s presidency?
- A** a temporary end to westward expansion
 - B** the forced relocation of Native Americans
 - C** the waging of wars with European powers
 - D** the strengthening of the powers of Congress

Correct response: B

Match to GLE: This item relates to Jackson’s Indian Removal Policy. Other grade 7 iLEAP items that measure this GLE may relate to additional aspects of Jacksonian democracy.

History

United States History

GLE 66—Identify major technological developments related to land, water, and transportation and explain how they transformed the economy, created international markets, and affected the environment (H-1B-M10)

- 26** If a Louisiana merchant needed to transport a large amount of sugar to St. Louis, Missouri in 1850, which method of transportation would he **most likely** use?
- A** train
 - B** horseback
 - C** steamboat
 - D** automobile

Correct response: C

Match to GLE: This item relates to a technological development in transportation that influenced the economy. Other grade 7 iLEAP items that measure this GLE may relate to developments in other areas and their effects on the economy and/or environment.

History

United States History

GLE 67—Analyze national policies on a protective tariff, a national bank, federally funded improvements (e.g., roads, canals, railroads), and educational and prison reforms (H-1B-M10)

27 Which act did Congress pass to limit the power of railroad corporations?

- A** Interstate Commerce Act
- B** Federal Reserve Act
- C** Removal Act
- D** Tariff Act

Correct response: A

Match to GLE: This item relates to the Interstate Commerce Act and its effect on railroad corporations. Other grade 7 iLEAP items that measure this GLE may relate to other national policies or reforms.

History

United States History

GLE 70—Explain the importance of the Second Great Awakening, the ideas of its principal leaders, and how it affected public education, temperance, woman’s suffrage, and abolition (H-1B-M11)

28 The American Society for the Promotion of Temperance was formed in 1826 during the Second Great Awakening. Which later constitutional amendment was **most** influenced by the society’s beliefs?

- A** Sixteenth Amendment: income tax authorization
- B** Seventeenth Amendment: direct election of senators
- C** Eighteenth Amendment: prohibition of alcohol
- D** Nineteenth Amendment: women’s suffrage

Correct response: C

Match to GLE: This item asks students to connect the Second Great Awakening with later constitutional amendments. Other grade 7 iLEAP items that measure this GLE may relate to the Second Great Awakening in additional ways.

History

United States History

GLE 68—*Compare ways of life in northern and southern states and identify factors that caused rapid urbanization and the growth of slavery (H-1B-M10)*

- 29** Which statement **best** describes the effects of the Industrial Revolution on northern and southern states?
- A** Southern states were able to diversify their economy by creating more manufactured goods.
 - B** Railroads led to the growth of southern cities, creating a greater need for slave labor.
 - C** The textile industry boomed in the North, encouraging immigrants to move to work in factories and creating a greater demand for cotton from the southern states.
 - D** In addition to the factory system, northern states were able to improve farming methods to include cash crops.

Correct response: C

Match to GLE: This item asks students to relate the Industrial Revolution to changes in the North and South. Other grade 7 iLEAP items that measure this GLE may ask students to compare the way of life in northern and southern states and focus on other factors that caused rapid urbanization and the growth of slavery.

History

United States History

GLE 71—*Describe fundamental beliefs of abolitionists and compare positions of those who favored gradual versus immediate emancipation (H-1B-M11)*

- 30** Abolitionists such as William Lloyd Garrison believed that
- A** slavery should be ended very gradually.
 - B** slavery was a healthy part of American society.
 - C** freed slaves should be forcefully relocated to Africa.
 - D** slavery contradicted the American ideals of liberty and equality.

Correct response: D

Match to GLE: This item asks students to identify a fundamental belief of William Lloyd Garrison, a prominent abolitionist. Other grade 7 iLEAP items that measure this GLE may relate to other attitudes and beliefs related to ending slavery in the United States.

