

Social Studies Grade 7 Training Test

| Question Number | Answer | DE Content Benchmark | CCSS Literacy Standard | | | | | | | | |
|---|--|---|-----------------------------------|---|--|--|--|-------------------------------|---|----------|--|
| 1 | D | C.2.6-8a | RH.6-8.2 | | | | | | | | |
| 2 | <table border="1"> <thead> <tr> <th>Resources Used to Produce Goods</th> <th>Technology Used to Exchange Goods</th> <th>Cultural Values Affecting Wealth Distribution</th> </tr> </thead> <tbody> <tr> <td> DAILY HERALD Company Develops Plastic Made From Soybeans </td> <td> DAILY HERALD Online Sales Increase for Third Year </td> <td> DAILY HERALD Congress Debates Minimum Wage </td> </tr> </tbody> </table> | Resources Used to Produce Goods | Technology Used to Exchange Goods | Cultural Values Affecting Wealth Distribution | DAILY HERALD Company Develops Plastic Made From Soybeans | DAILY HERALD Online Sales Increase for Third Year | DAILY HERALD Congress Debates Minimum Wage | E.3.6-8a | | | |
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| 3 | <p><u>Every child in America should be acquainted with his own country.</u> He should read books that furnish him with ideas that will be useful to him in life and practice. As soon as he opens his lips, he should rehearse the history of his own country. . . .</p> <p>In our American republics, where governments are in the hands of the people, knowledge should be universally spread by means of public schools. <u>Of such importance is it to society, that the people who make laws should be well informed, that I conceive no legislature can be justified in neglecting proper establishments for this purpose.</u></p> <p><u>When I speak of the spread of knowledge, I do not mean merely a knowledge of spelling-books. . . .</u> An acquaintance with ethics, and with the general principles of law, commerce, money, and government, is necessary. . . . <u>This acquaintance they might obtain by means of books written for schools, and read by the children, during the winter months, and by the circulation of public papers.</u></p> | H.2.4-5a | RH.6-8.1 | | | | | | | | |
| 4 | <p>Ways Citizens Can Communicate Their Opinions to Elected Officials</p> <table border="1"> <thead> <tr> <th>Communication Method</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Signing a petition</td> <td>Requires minimal effort by participants but needs large numbers to be effective</td> </tr> <tr> <td>Organizing a protest march</td> <td>Requires advance planning but likely to attract media attention</td> </tr> <tr> <td>Writing a newspaper editorial</td> <td>Allows issues to be discussed in detail and may reach a large audience</td> </tr> </tbody> </table> | Communication Method | Description | Signing a petition | Requires minimal effort by participants but needs large numbers to be effective | Organizing a protest march | Requires advance planning but likely to attract media attention | Writing a newspaper editorial | Allows issues to be discussed in detail and may reach a large audience | C.4.6-8a | |
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| 5 | C | | RH.6-8.2 | | | | | | | | | | | | | | | | | | |
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| 6 | D | C.2.6-8a | RH.6-8.2 | | | | | | | | | | | | | | | | | | |
| 7 | <table border="1"> <thead> <tr> <th>Ideas</th> <th>John Adams</th> <th>Ronald Reagan</th> </tr> </thead> <tbody> <tr> <td>Favored protection of government authority</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Warned against majority tyranny</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Believed that civil rights secure political freedom</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </tbody> </table> | Ideas | John Adams | Ronald Reagan | Favored protection of government authority | <input type="checkbox"/> | <input type="checkbox"/> | Warned against majority tyranny | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Believed that civil rights secure political freedom | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | C.2.6-8a | RH.6-8.2 | | | | | | |
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| 8 | <p>Individual Right</p> <div style="border: 1px solid black; background-color: #0056b3; color: white; padding: 5px; margin-bottom: 10px;">government cannot regulate the contents of speech ✕</div> <p>Common Good</p> <div style="border: 1px solid black; background-color: #0056b3; color: white; padding: 5px;">government had a legitimate interest in keeping order ✕</div> | C.2.6-8a | RH.6-8.2 | | | | | | | | | | | | | | | | | | |
| 9 | D | C.2.6-8a | RH.6-8.7 | | | | | | | | | | | | | | | | | | |
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| 11 | <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; text-align: center;">Panama</div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; text-align: center;">Brazil</div> <div style="border: 1px solid #ccc; padding: 5px; text-align: center;">Argentina</div> | G.1.6-8a | | | | | | | | | | | | | |
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| 13 | <p>President Jefferson believed that individual liberty was an important political ideal.</p> <div style="border: 1px solid #ccc; background-color: #0056b3; color: white; padding: 5px; margin-bottom: 5px;"> But we also need a government that keeps people from injuring one another and leaves people free to decide how they want to earn a living. ✕ </div> <p>President Jefferson believed that the United States had geographic advantages.</p> <div style="border: 1px solid #ccc; background-color: #0056b3; color: white; padding: 5px;"> We should also know that being separated by a wide ocean and having ample land for future generations helps make us a happy and prosperous people. ✕ </div> | H.2.4-5a | RH.6-8.1 | | | | | | | | | | | | |
| 14 | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Type of Trade Restriction</th> <th style="width: 25%;">Lowers Costs for Domestic Producers</th> <th style="width: 25%;">Raises Prices for Domestic Consumers</th> </tr> </thead> <tbody> <tr> <td>Tariff</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>Subsidy</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Quota</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> </tbody> </table> | Type of Trade Restriction | Lowers Costs for Domestic Producers | Raises Prices for Domestic Consumers | Tariff | <input type="radio"/> | <input checked="" type="radio"/> | Subsidy | <input checked="" type="radio"/> | <input type="radio"/> | Quota | <input type="radio"/> | <input checked="" type="radio"/> | E.4.6-8a | |
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| 15 | A | | RH.6-8.4 | | | | | | | | | | | | | | | |
|--|---|----------------------------------|----------|----|---|-----------------------|----------------------------------|---|-----------------------|----------------------------------|--|-----------------------|----------------------------------|--|----------------------------------|-----------------------|----------|----------|
| 16 | <p>Historians recognize that the Chicano Movement actually included four related movements:</p> <ul style="list-style-type: none"> • a youth-led movement focused on ending discrimination that also participated in protests against the Vietnam War • a farmworkers' movement, which created a labor union to improve working conditions • a movement aimed at increasing political representation that resulted in the creation of La Raza Unida Party • a movement that sought to reclaim ownership of the U.S. Southwest as a "homeland" | H.2.4-5a | RH.6-8.1 | | | | | | | | | | | | | | | |
| 17 | D | H.2.6-8a | RH.6-8.2 | | | | | | | | | | | | | | | |
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| 21 | 3 | G.1.6-8a | | | | | | | | | | | | | | | | | | | | |
| 22 | points of view | H.3.4-5a | RH.6-8.2 | | | | | | | | | | | | | | | | | | | |
| 23 | B, E | C.3.6-8a | | | | | | | | | | | | | | | | | | | | |