



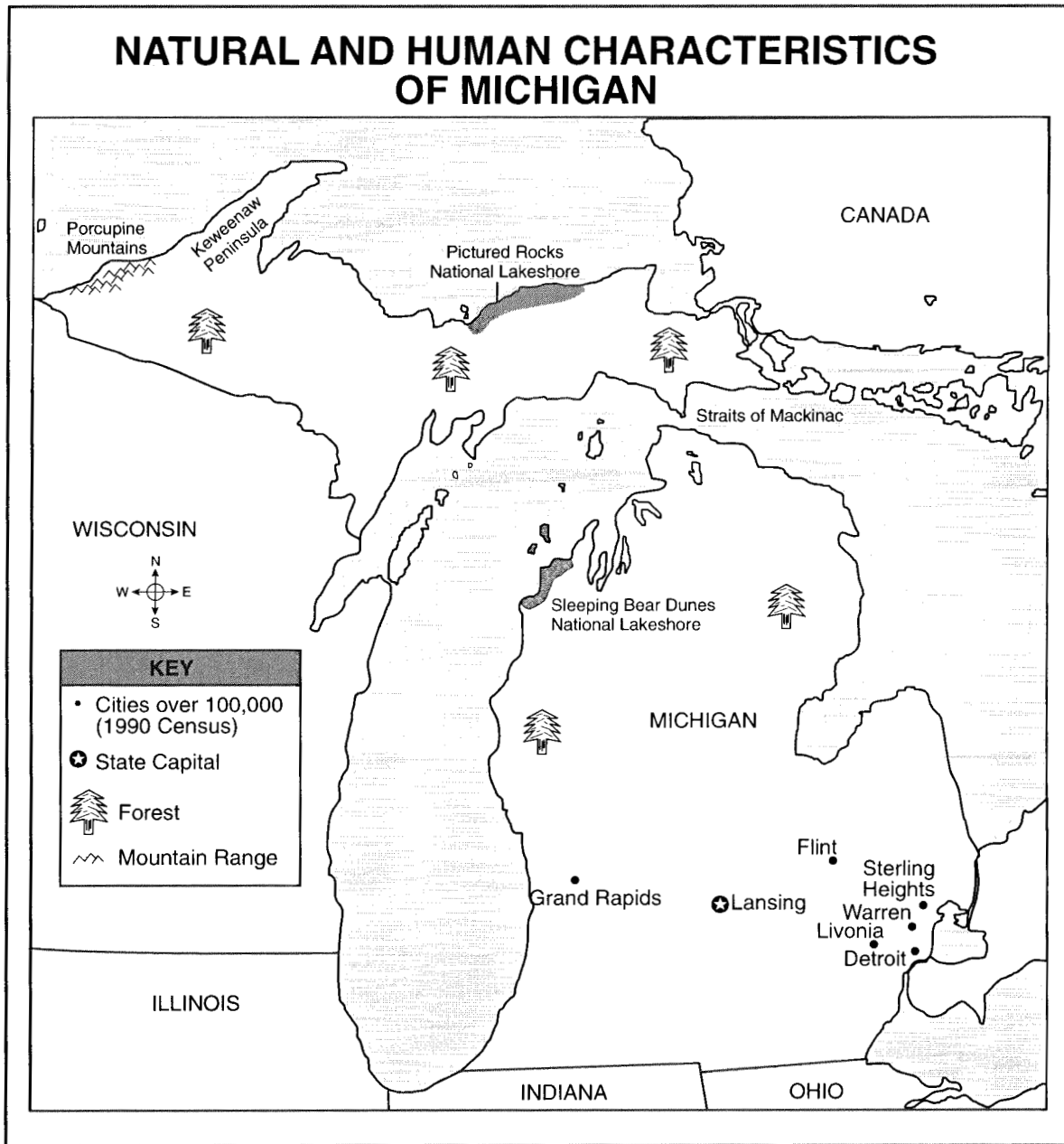
Grade 5

Social Studies

Released Items
Winter 2002

GEOGRAPHY

Directions: Study the following map and use it with what you already know to answer the questions that follow.



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- | | |
|---|---|
| <p>1 What natural characteristic is found on the shores of Lake Michigan?</p> <p>A Lansing</p> <p>B mountain ranges</p> <p>C sand dunes</p> <p>D water sports</p> <p>2 The people in the Upper Peninsula use natural resources in what major economic activity?</p> <p>A cutting trees for lumber and pulp</p> <p>B growing vegetables for other states</p> <p>C playing hockey and other sports</p> <p>D starting churches and schools</p> <p>3 People in the southern part of Michigan have changed their natural environment the MOST by</p> <p>A building many large cities.</p> <p>B creating art and music.</p> <p>C visiting other states.</p> <p>D taking boat rides on the lakes.</p> | <p>4 Which of the following is an example of a human characteristic shown on the map?</p> <p>A cities</p> <p>B lakes</p> <p>C peninsulas</p> <p>D straits</p> <p>5 People have changed the natural environment of our state the MOST by</p> <p>A farming new land.</p> <p>B learning new languages.</p> <p>C playing new sports.</p> <p>D watching new TV shows.</p> |
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HISTORY

Directions: Read the following passage and use it with what you already know to answer the questions that follow.

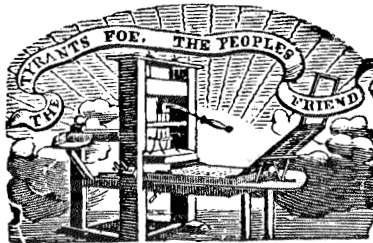
FREEDOM OF THE PRESS

One right that we have as United States citizens is freedom of the press. This is the right to print an opinion in public.

John Peter Zenger published a weekly magazine in the 1730s. In this magazine, Zenger printed some articles that criticized the royal governor of New York. He wrote about how the governor abused his power. In his articles, Zenger told the people to stand up for and defend their rights. Zenger was arrested.

During the trial, Zenger's lawyer said that Zenger was innocent because he had only printed the truth about the governor. The jury took only a few minutes to decide Zenger was not guilty. Zenger was set free.


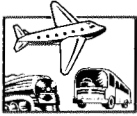

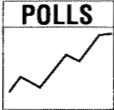
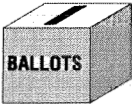
Zenger went back to his printing shop and continued to use his freedom of the press.



- 16** Which of the following is possible today because of the right for which Zenger fought?
- A** newspaper editorials
 - B** television game shows
 - C** fair housing practices
 - D** Sunday religious worship
- 17** About how many centuries have passed since the Zenger trial?
- A** one
 - B** one and a half
 - C** two
 - D** two and a half
- 18** Why did Zenger publicly criticize the royal governor?
- A** to sell more newspapers
 - B** to expose an unjust government
 - C** to upset other colonists
 - D** to create publicity for himself
- 19** What is a source that people today could use to learn more about the Zenger trial?
- A** a television interview of Zenger's lawyers
 - B** a video recording made at the trial
 - C** articles published in the *New York Weekly Journal*
 - D** photographs of the royal governor
- 20** Which of these helped establish freedom of the press in America?
- A** Zenger's criticism of the governor
 - B** Zenger's arrest and imprisonment
 - C** the jury finding that Zenger was not guilty
 - D** the newspaper printing more attacks on the governor

CIVICS

Directions: Read the following material and use it with what you already know to answer the questions that follow.

THE PRESIDENTIAL CAMPAIGN TRAIL	
	JANUARY New York, N.Y.: Helen Karros was born in New York. She decides she wants to run for President of the United States. Helen's parents are Greek immigrants who became citizens when Helen was a child. They own a small business. Helen became interested in local issues, ran for election for local office in her town, and won.
	FEBRUARY TO JULY Helen campaigns to be her political party's candidate for President. She needs to convince people who belong to her political party around the country that she will make a good candidate. The party members vote for the person they think will best represent them in the Presidential election.
	AUGUST St. Louis, Mo.: At her party's national convention in St. Louis, members of Helen's political party choose her to be their candidate. Helen names someone to run as her vice president and makes a speech.
	SEPTEMBER AND OCTOBER Helen campaigns around the country to convince people that she will make a good President.
	NOVEMBER Washington, D.C.: Helen spends election night with her husband and their children—George, 19, and Cheryl, 16.

- 21** Which of the following statements about Helen's family is true?
- A** Her parents can't vote because they are immigrants.
 - B** Her husband can't vote because he runs Helen's campaign.
 - C** Her daughter can't vote because she is too young.
 - D** Her family can't vote because she is running for President.
- 22** Why can't Helen's father run for President?
- A** He is too old.
 - B** He does not have a college education.
 - C** He owns a business.
 - D** He was not born a United States citizen.
- 23** Helen probably began her political career in what job?
- A** city council
 - B** state governor
 - C** Supreme Court
 - D** Presidential cabinet
- 24** What is the MAIN way the delegates in St. Louis are showing that they agree with core democratic values?
- A** They are saying that everyone is created equal.
 - B** They are choosing a candidate to represent them.
 - C** They are getting rid of a bad government.
 - D** They are forming a brand new government.
- 25** What will be one of Helen's MAIN tasks if she is elected?
- A** enforcing laws
 - B** interpreting laws
 - C** overturning laws
 - D** voting on laws

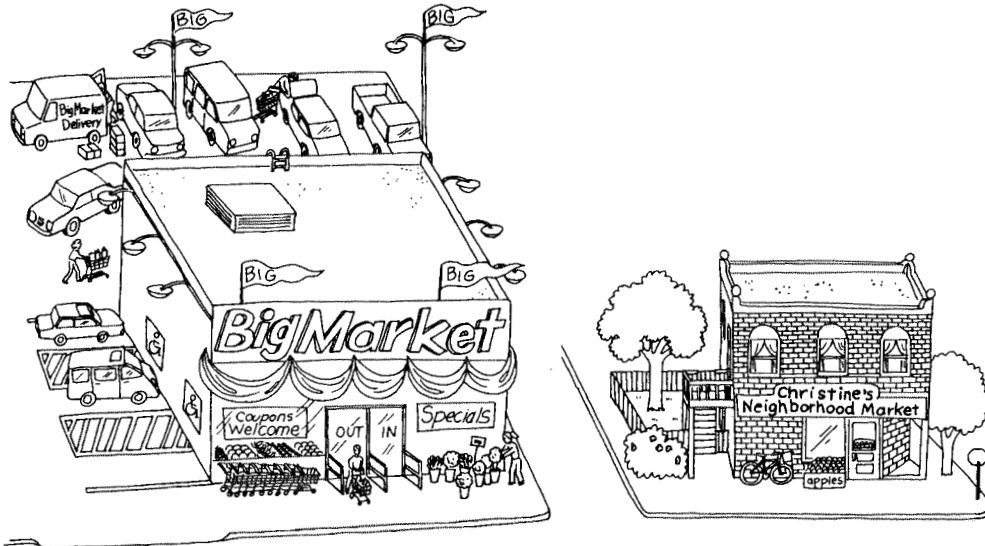
ECONOMICS

Directions: Read the following passage and use it with what you already know to answer the questions that follow.

SHOPPING DIFFERENCES

Mark gets his paycheck every other Friday. He does his grocery shopping at the local supermarket, Big Market Incorporated, on Saturday. Big Market Incorporated runs many large stores in several different states. Mark purchases food that he will need for the next two weeks. The supermarket accepts coupons, and Mark can pay by cash, check, or credit card.

On the way home from work during the week, Mark often stops at a small store owned by his neighbor, Christine. Here he picks up items that he normally runs out of during the week, such as bread, cheese, and milk, even though they may cost more than they do at Big Market Incorporated. Mark also likes to buy special items that Christine gets from her native country.



- 36** Big Market Incorporated is an example of which of the following?
- A** consumer
 - B** corporation
 - C** individual ownership
 - D** partnership
- 37** What limits how much Mark can buy?
- A** Mark's personal resources
 - B** goods offered by Big Market Incorporated
 - C** the advertising costs
 - D** the type of coupons Christine will accept
- 38** When Mark shops at Christine's store rather than the supermarket, it is an example of
- A** capital equipment.
 - B** consumer credit.
 - C** natural resources.
 - D** opportunity cost.
- 39** Mark has to buy certain brands when he uses coupons. This is an example of
- A** capital.
 - B** investment.
 - C** productivity.
 - D** trade-off.
- 40** Mark can pay for things in different ways at Big Market Incorporated. What is the benefit to Mark from this?
- A** Mark can buy items in several different states.
 - B** Mark can still buy items when he runs out of cash.
 - C** Some items Mark wants can only be bought with a check.
 - D** Using a credit card saves Mark more money than paying cash.

INQUIRY AND DECISION MAKING

Directions: Read the following imaginary material about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II.

THE BEVERAGE CONTAINER ACT

Michigan is reviewing our bottle deposit law. We now have a ten-cent deposit on most beverage containers. Many people think that we should look at how this law is working. The law requiring bottle deposits was passed in 1976.

DATA SECTION**Part****A****Percentage of Bottles Returned for Recycling**

	Amount of Deposit	Bottles Returned
Michigan	10 cents	99%
Massachusetts	5 cents	81%
California	2 1/2 cents for bottles under 28 oz.	76%
States Without Required Deposit	0	25%

Part**B****Total Cost to States for Sorting Beverage Containers**

State	Cost
Michigan	\$30,560,000
Massachusetts	\$25,630,000
California	\$65,480,000

COMPLETE THE FOLLOWING TASKS:**Task I: Interpreting Information**

- 41 Study the information in Part A of the Data Section. What is the *relationship* between the **percentage of bottles returned** and the **amount of the bottle deposit**? Be sure to mark your answer in your answer booklet.
- A As the deposit increases, the percentage of bottles returned increases.
- B As the deposit increases, the percentage of bottles returned decreases.
- C Bottles in states without deposits are returned at the same rate as in California.
- D Bottles are returned for deposits in all states that produce beverages.

Task II: Taking a Stand

- 42 You will now take a stand on the following public policy issue: **Should Michigan continue to have a law requiring a ten-cent deposit on beverage containers?** You may either support or oppose the deposit law. Write a letter to your senator.

It is not enough to state only your opinion. You will be graded on the following.
Be sure to:

- write a clear and supported statement of your position;
- support your position using a core democratic value;
- support your position with knowledge from economics, history, geography, or civics (other than your core democratic values); and
- support your position with information from the Data Section.

Remember to:

Use complete sentences.
Explain your reasons in detail.
Explain how the core democratic value
you use connects to your position.
Write or print neatly on the lines provided
in your answer booklet.



Some Core Democratic Values of American Constitutional Democracy

Core democratic values are the fundamental beliefs and constitutional principles of American society. These values unite all Americans. They are expressed in the Declaration of Independence, the United States Constitution, and other significant documents, speeches, and writings of the nation. Below is a list of some core democratic values. **You may use any core democratic value to support your position, including those not on this list.** Be sure to explain how the value you choose supports the position you take.

Fundamental Beliefs

Life

Liberty

The Pursuit of Happiness

Public or Common Good

Justice

Equality

Diversity

Truth

Popular Sovereignty

Patriotism

The Rule of Law

Individual Rights

Student Response 1

I think you should not have people put in a ten-cent deposit to deliver cans. People already pay for the drinks they shouldn't have to pay to return them. It's already about \$2.00 to buy the cans of pop and it shouldn't cost to return. It's for the common good. I know from history that taxes don't help the government. Government shouldn't take money from people for more things they should just keep taxes on water, food, and things that already have taxes. The pursuit of happiness is being happy by not infringing on somebody's else's happiness. You might be happy but the people won't they don't want to have to pay to return something.

The
People that have a lot of money wouldn't care as much as the less fortunate people. The rich people can give up money like that but the not so rich people will fight. That is equality. So senator don't change the taxes on pop cans being returned too. Just leave it the way it is.

The End

Score Point: 0

This response does not provide a clear and supported position on the issue.

Student Response 2

I think That Michigan
Should continue to have
a law requiring a ten cent
deposit on beverage
containers. the people
who actually do
turn in bottles deserve something
there is equality so everybody
should get ten cents.

Score Point: 1

This response provides a clear and supported position on the issue.

Student Response 3

I think we Michigan should not continue to have a law that requiring a ten-cent deposit on beverage containers because if you win a free Pop it's not free because you have to pay a ten-cent deposit, so you not winning a free Pop and this would go with Equality. Because the states with out requiring Deposits can win a free Pop. for example Michigan has a deposit of ten-cents, massachusetts five-cents, and california 2 1/2 cents, and some other states don't even have a deposit.

Score Point: 2

This response provides a clear position on the issue and supports it with data from the Data Section.

Student Response 4

I truly believe that we should keep the law. What it does is make more people Recycle instead of litter. Just for the common good we should be taking care of nature its our duty. Sence the plants can't talk it doesn't mean the deserve to die. If we Recycle we don't have to get more tin. The plant deserve to have life. How would you feel buried in the ground next to a high way and you were buried in cans so you don't get light so no food so you slowly starve. I don't think you would like that would so keep this law. The cans would pollute the ground. Imagin this

You are a very large unintelligent worm you're just digging around for some decomposing leaf and you go into a not fully drunk can of pop on a angle underground all you can do is wait to die because there acid in pop for example leave a tooth in pop for 2 days disappear so you slowly melt to death you would not like that so keep the law. So let's not kill those animals we have taken so much let's not take their lives we already taken so much now let's give some back by keeping that tax. It is also a good way to give back to the to charity by collecting cans and giving to charity. That's why we should keep this law.

Score Point: 2

This response provides a clear position on the issue and supports it with prior social studies knowledge of geography (human environmental interaction) and civics (charity).

Student Response 5

I think Michigan should continue to have the law of 10¢ deposit because people bring back their cans for money and for people who need that to get like only \$2. They wouldn't be able to get the money to buy simple stuff like food.

Life is a core Democratic Value and also PoH. Life is important because homeless people who go around looking for cans then returning them, they don't just do that for nothing, they need the money to eat, live, if they don't get that money they may die. PoH is on because people return cans to get the money and that makes

them happy.

My position is with economics because the customers who buy the beverage then return the bottles for money, thus, because so many bottles are returned it helps the people who need them sorted. If you lower or take away the deposit less and less people will come and the less those people who need them sorted get help.

According to the data the lower the deposit the lower the returners of empty cans

Score Point: 2

This response provides a clear position on the issue and supports it with the correct application of a Core Democratic Value (Life).

Student Response 6

I think the government in Michigan should continue with a ten cent deposit on beverage containers. Mainly because if there a higher deposit price the amount of cans being returned goes up. It even shows you that in the data section, Michigan's deposit price is 10 cent and 99% of all 6+ths are returned. Massachusetts is 5 cents and they get 81% back and California is 2 1/2 cents and 96% of bottles are returned. The financially states without required deposit has only 25% returned. The reason it is good to have all of the bottles returned is because it is good for the environment. It's good for the environment because it means that less things will be thrown away and less garbage will be dumped in natural areas. A core democratic value that is supports my position is Public or Common Good because it is sort of like preventing the environment from becoming polluted. Even though it cost Michigan \$30,560,000 it cost California \$65,480,000, that's more than if you don't. Michigan's cost, anyway I think though are the best reasons to support my position.

Score Point: 3

This response provides a clear position on the issue and supports it with the correct application of a Core Democratic Value (Common Good) and data from the Data Section.

Student Response 7

I believe that we should keep the 10% law going because this law will keep 99% of Michigan recycling their bottles. If the people of Michigan keep recycling their bottles then the bottles will be cheaper to make. Even though we may be losing money but recycling is also saving money because new plastic does not have to be made. Plus we are saving space in our landfills. It is the common good that we keep this law going. In the past we have had much trouble finding space for our garbage which we still are having problems with this. The 99% of bottles being recycled has cut down our garbage, if we stop the law we will get a lot more garbage.

Score Point: 4

This response provides a clear position on the issue and supports it with correct application of the Core Democratic Value (Common Good), prior social studies knowledge of geography (human environmental interaction), prior social studies knowledge of economics (saves money because new plastic doesn't have to be made) and data from the Data Section.

Student Response 8

I think that Michigan should have a ten-cent deposit on beverage containers because then the amount of bottles returned goes higher and we don't pollute as much. For the Common Good of people, we should have a ten-cent deposit because then there won't be as much pollution. Also, in states don't have a deposit, the percent of bottles returned is only twenty-five (as) percent. In Michigan, our deposit is ten-cents and the percent of bottles returned is ninety-nine percent.

Also, it costs money to make bottles. When we recycle, it costs less to make the thing we recycled. If it costs less to make, money will be saved.

I'm not saying every state has to have a deposit, or that every person has to recycle. That would be against the person's individual rights, and the states individual rights. But to recycle is a good thing, and I hope my ideas will count in this decision.

Score Point: 4

This response provides a clear position on the issue and supports it with correct application of the Core Democratic Value (Common Good), prior social studies knowledge of economics (costs less to make the thing we recycle) and data from the data Section.

**Michigan Educational Assessment Program
Statewide Test Item Analysis
Social Studies Grade 5
Winter 2002**

District: MICHIGAN DEPARTMENT OF TREASURY
Code: District- 99999
Run Date: 05/14/2002

Multiple Choice Percent Answering by Response						Extended Response Percent Receiving Number of Points										Percent Receiving Condition Codes											
Item No.	Benchmark Code	A	B	C	D	Omit/ Mult	Item No.	Benchmark Code	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	A	B	C	D						
Historical Perspective							Inquiry & Decision Making																				
11	1LE2	23	48*	22	6	0%	42	3LE1	1	2	31	19	37	4	2	1	1	1	0	0	1						
12	2LE1	73*	13	2	11	0%																					
13	2LE1	3	2	4	91*	0%																					
14	2LE1	13	8	77*	1	0%																					
15	2LE1	78*	4	5	13	0%																					
16	2LE3	83*	2	5	10	0%																					
17	1LE1	8	12	20	60*	0%																					
18	2LE3	13	70*	4	14	0%																					
19	2LE2	7	25	59*	8	0%																					
20	4LE2	27	10	52*	10	0%																					
Geographic Perspective																											
01	2LE3	8	12	72*	8	0%																					
02	2LE3	84*	9	2	4	0%																					
03	2LE3	86*	3	6	5	0%																					
04	2LE3	73*	13	6	8	0%																					
05	2LE3	82*	10	5	4	0%																					
06	1EE2	3	17	2	78*	0%																					
07	4LE6	16	74*	7	3	0%																					
08	2LE3	64*	6	25	5	0%																					
09	4LE6	4	61*	16	18	0%																					
10	3LE2	16	21	16	47*	0%																					
Civic Perspective							Condition Codes for the Extended-Response Item:																				
21	4LE4	23	7	53*	17	0%	A	Off-task				C	Written in language other than English														
22	4LE4	4	10	16	69*	0%	B	Illegible				D	Blank/refused to respond														
23	1LE1	56*	17	7	20	0%																					
24	2LE1	38	43*	7	11	1																					
25	4LE1	42*	17	16	25	1																					
26	1LE1	6	70*	19	4	0%																					
27	1LE1	73*	14	5	8	0%																					
28	2LE2	12	26	23	39*	1																					
29	1LE1	57*	14	6	23	1																					
30	1LE1	45*	20	20	14	1																					
Economic Perspective							Using the Benchmark Codes																				
31	1LE3	15	5	43*	36	0%	You can link the individual items to their corresponding benchmark in the <i>Michigan Social Studies Content Standards and Benchmarks</i> , February 1996 (also see <i>Michigan Curriculum Framework</i> , 1996, pages 22-45).																				
32	3LE1	5	64*	12	18	0%	Each Benchmark Code contains four characters. The first character, an Arabic numeral, identifies the content standard under the specific strand. The next two characters represent the grade level column designation in the content standards documents where EE = Early Elementary, LE = Later Elementary, MS = Middle School, and HS = High School. The number following these letters represents the specific benchmark in the column designated by the grade level.																				
33	1LE2	15	14	15	55*	1	EXAMPLE																				
34	1LE3	14	8	12	65*	1	An item with Benchmark Code 2MS3 under Civic Perspective is referring to content standard 2, "Ideals of American Democracy." Within that content standard, you need to look at Middle School benchmark number 3, "Explain means for limiting the powers of government established by the U.S. Constitution," to find the match.																				
35	3LE2	72*	5	6	17	0%	CAUTION																				
36	2LE2	12	60*	13	15	0%	Making inferences about students based on their answers to individual items is inadvisable due to the low reliability of single item measures. These data should only be used to make inferences about the performance of groups that are classroom size or larger.																				
37	1LE1	34*	19	33	14	0%																					
38	1LE2	6	17	12	64*	1																					
39	1LE3	8	21	32	38*	1																					
40	1LE4	17	52*	9	21	1																					
Inquiry & Decision Making																											
41	1LE3	66*	16	6	11	1																					
Number of Students Included: 124008																											

Omit/Mult = Omits and Multiple Responses
* Number of students present rounds to zero