

# LEAP Practice Questions

## Social Studies Grade 7

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### Purpose and Use

The LEAP Practice Questions are intended for use in classroom instruction and assessment, meaning that educators may choose to incorporate the sources and items into daily lessons or classroom tests to complement their instructional and assessment materials. The practice questions offer examples of how social studies knowledge and skills may be assessed in alignment with the 2022 Louisiana Student Standards for Social Studies (LS4) and provide students and teachers an opportunity to engage with the different source and item types on the LEAP Social Studies Grade 7 Assessment.

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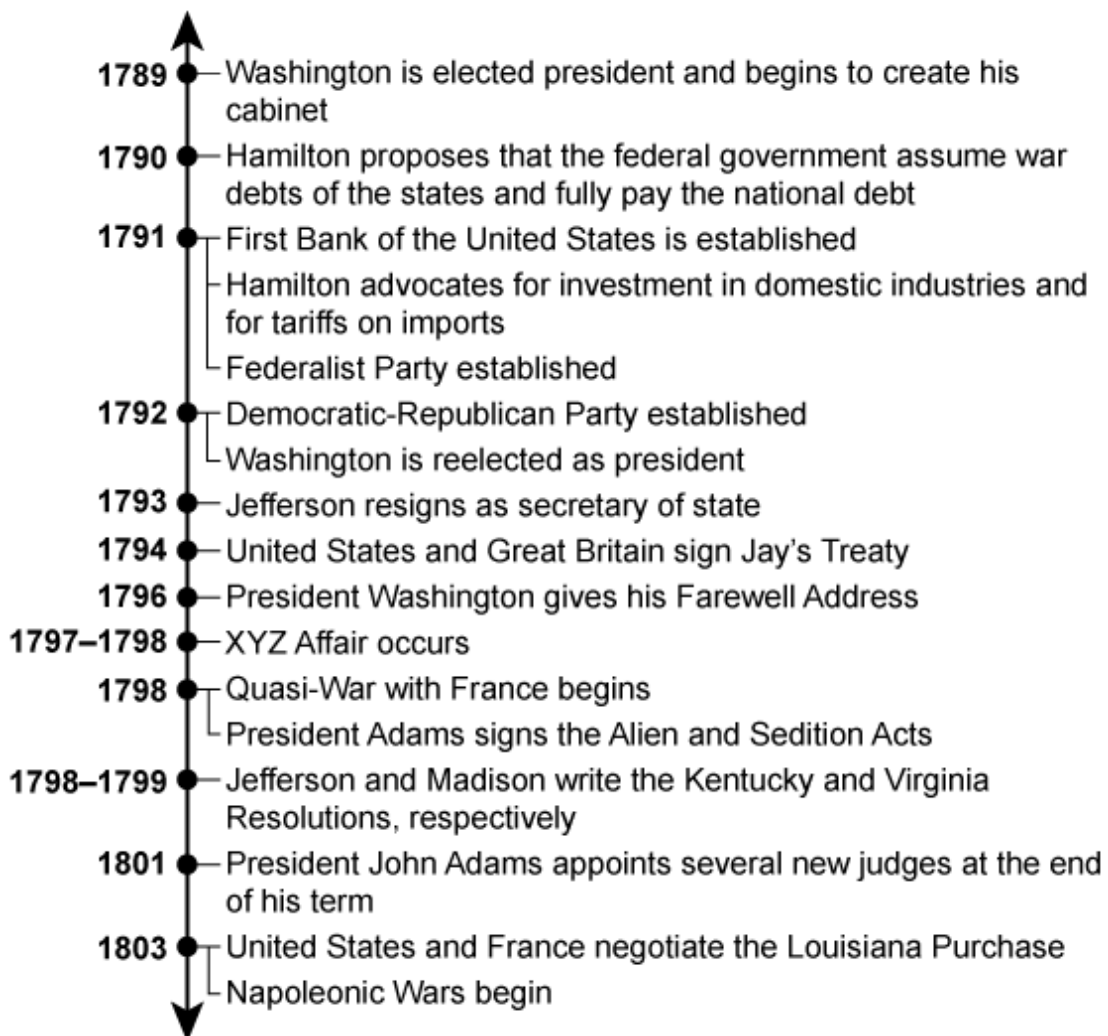
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# Item Set: First Party System

Read and study the sources about the development of the first party system in the United States during the late 1700s and early 1800s. Then use the sources to answer the questions.

## Source 1

### Events Related to the First Party System in the United States



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### Source 2

#### **Adapted from *Anas***

by Thomas Jefferson

*This excerpt is from a book written by Democratic-Republican Thomas Jefferson in 1818 after he had retired. The work contains his thoughts about his experiences in government during the late 1700s and early 1800s.*

I returned from France in the first year of the new government to enter into the office of secretary of state. Hamilton's financial system had then become law. He believed that the interests of the members must be controlled to keep the legislature in agreement with the executive.

A division had already taken place in part of Congress — between the Democratic-Republican and Federalist parties. The latter, being monarchists in principle, followed Hamilton as their leader. They always ensured him a majority in both houses.

All the administrative laws were shaped on the model of England and so passed. Here then was the real basis of the opposition whose purpose was to preserve the legislature pure and independent of the executive. It was to restrain the government to the forms and principles of a republic, and not permit the Constitution to be interpreted into a monarchy.

### Source 3

#### **Adapted from A Letter to Jonathan Dayton (1799)**

by Alexander Hamilton

*This excerpt is from a letter by Federalist Alexander Hamilton in which he discusses recommendations for the federal government.*

The measures that should be adopted are as follows:

- Efforts that will extend the influence and promote the popularity of the government. Under this are three important actions. First, the extension of the judiciary system. Second, the improvement of roads. Third, the creation of a program with funds to support new inventions, discoveries, and improvements.
- Efforts to improve the means and the strength of the government. Our navy should be completed with additional ships.
- Arrangements for confirming and enlarging the legal powers of the government. There are several laws that authorize the use of the militia to suppress insurrections. These laws ought to be permanent.
- A constitutional amendment for empowering Congress to open canals where they may be necessary to go through the territory of two or more states.
- Laws for limiting and punishing seditious practices. Doing so would uphold confidence in federal government officials by protecting their reputations from unfounded slanders.

<sup>1</sup> seditious: persuading others people to revolt or oppose their government

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**Source 4**

**Results of Presidential Elections**

This table shows the percentages of electoral votes received by each party in the presidential elections of 1796, 1800, and 1804.

Party	1796	1800	1804
Federalist	51% Adams	47% Adams	8% Pinckney
Democratic-Republican	49% Jefferson	53% Jefferson	92% Jefferson

1. Use **Source 1** to answer the questions.

**Part A**

Which phrase **best** explains why Hamilton argued in favor of a national bank?

- A. to encourage states to contribute to the federal government
- B. to help the federal government with its financial matters
- C. to increase state authority over the federal government
- D. to prevent the federal government from overspending

**Part B**

Which statement **best** explains how Hamilton's bank plan contributed to the formation of political parties?

- A. It prompted the federal government to stop repaying its loans.
- B. It placed more emphasis on foreign trade than on developing businesses at home.
- C. It required states to accept additional responsibilities.
- D. It challenged the balance of power between the states and the federal government.

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2. Use **Source 2** to answer the question.

Which statement **best** describes Jefferson’s observation of the new government in the United States in Source 2?

- A. Political factions were forming as a result of disagreement on the first president.
- B. Members of Congress were united on issues of diplomacy with foreign countries.
- C. Political factions were forming as a result of different opinions on national power.
- D. Members of Congress were united on the idea that the nation should have a king.

3. Use **Source 1 and Source 4** to answer the question.

Why did George Washington **most likely** warn against political parties in his Farewell Address?

- A. He believed that political parties would reduce voter interest in elections.
- B. He believed that political parties would nominate unqualified candidates.
- C. He believed that political parties would encourage corruption.
- D. He believed that political parties would divide the nation.

4. Use **Source 3** to answer the questions.

### Part A

Which statement **most closely** relates to the ideas about government expressed by Hamilton in Source 3?

- A. The state governments should increase their trade networks.
- B. The state governments should manage production for the military.
- C. The federal government should expand its role in domestic affairs.
- D. The federal government should maintain many foreign alliances.

### Part B

Which evidence from Source 3 **best** supports the answer to Part A?

- A. “extend the influence and promote the popularity of the government”
- B. “Our navy should be completed with additional ships.”
- C. “There are several laws that authorize the use of the militia”
- D. “open canals where they may be necessary”

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5. Use **Source 1 and Source 4** to answer the question.

Which issues did many voters in the 1800 presidential election **most likely** support, given the election outcome? Select the **two** correct answers.

- A. replacing the republic with a monarchy
- B. ending the Alien and Sedition Acts
- C. going to war to acquire additional territory
- D. rejecting the Louisiana Purchase
- E. avoiding conflict with European nations

6. Use **the sources** to answer the question.

Write in the chart **four** correct phrases for the Federalist Party and **four** correct phrases for the Democratic-Republican Party to compare the views of each party.

Federalists	Democratic-Republicans

**Views of the Federalists and Democratic-Republicans**

supported a strong federal government and executive

supported strong state governments

supported protective tariffs

supported domestic manufacturing

supported agricultural interests

supported Great Britain

supported low tariffs

supported France



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## Standalone Items

8. Select the **best** answer from each list to complete the sentences about the causes and effects of the Indian Removal Act.

In 1830, President Andrew Jackson signed the Indian Removal Act into law.

Its passage was motivated by a desire for

- cooperation and trade.
- land and resources.
- peace and diplomacy.
- tariffs and taxes.

The act led to the first major  of Native Americans by the U.S. federal government.

- financial assistance
- forced relocation
- legal recognition
- ratified treaty



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9. Use **the excerpt** to answer the questions.

**Adapted from *Worcester v. Georgia* (1832)**

The treaties and laws of the United States consider the Indian Territory as completely separated from that of the states. They provide that all diplomacy with the Indians shall be conducted exclusively by the Government of the Union. . .

The Cherokee nation is a distinct community, occupying its own territory, in which the laws of Georgia can have no force. The citizens of Georgia have no right to enter but with the approval of the Cherokee themselves or as allowed by treaties and acts of Congress. The whole interaction between the United States and this nation is, by our constitution and laws, vested in the government of the United States.

**Part A**

Which statement **best** describes the Supreme Court ruling in *Worcester v. Georgia*?

- A. The Supreme Court has no power to decide cases about Native American land.
- B. The federal government was responsible for controlling Native American land.
- C. States lacked the authority to make regulations on Native American land.
- D. President Jackson could issue orders that include Native Americans.

**Part B**

Which statement describes President Jackson's response to the ruling?

- A. He gave to Native Americans citizenship, giving them full control over their lands.
- B. He refused to enforce the ruling, undermining the system of checks and balances.
- C. He ordered the federal government to pay Native Americans for their lands.
- D. He requested a constitutional amendment to give him more power to make decisions.

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10. Use **the excerpt** to answer the questions.

**Adapted from “The Necessity of Education” (1839)**

*by Horace Mann*

I hardly need to say that by the word “Education,” I mean much more than an ability to read, write, and do arithmetic. I also mean to include a cultivation of intellect that shall enable us to understand those permanent and mighty laws that involve all parts of the universe. . . . We live in a republic. Under our political system, the proper training of the next generation is the highest duty.

**Part A**

Which argument about the goal of education in the United States does Horace Mann express in the excerpt?

- A. Education must focus on teaching morals.
- B. Education can create better citizens.
- C. Education must prepare workers for jobs.
- D. Education can improve checks and balances.

**Part B**

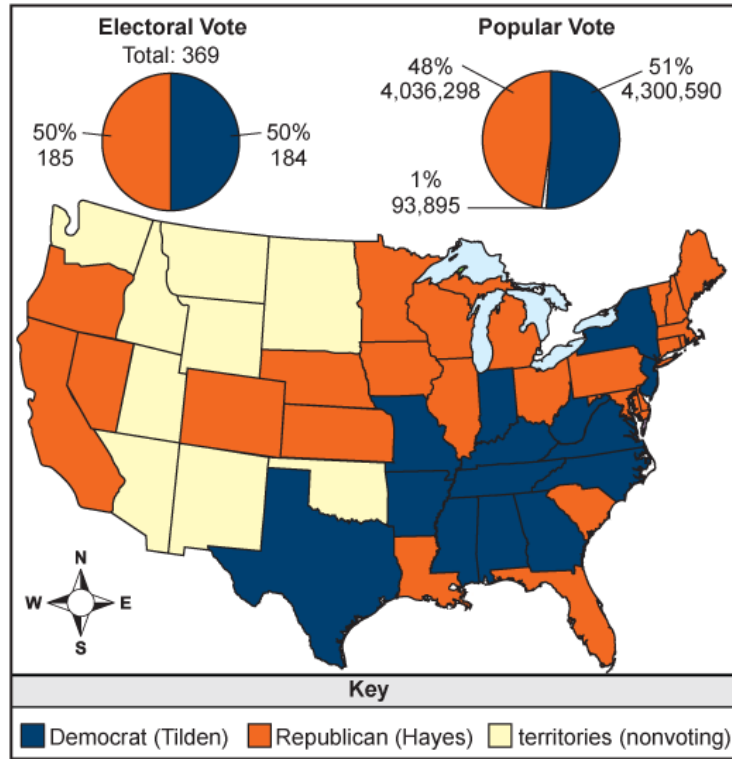
Which quotation from the excerpt **best** supports the answer to Part A?

- A. “I mean much more than an ability to read”
- B. “to include a cultivation of intellect”
- C. “to understand those permanent and mighty laws”
- D. “We live in a republic.”

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11. Use **the map** to answer the question.

**Results of the Election of 1876**



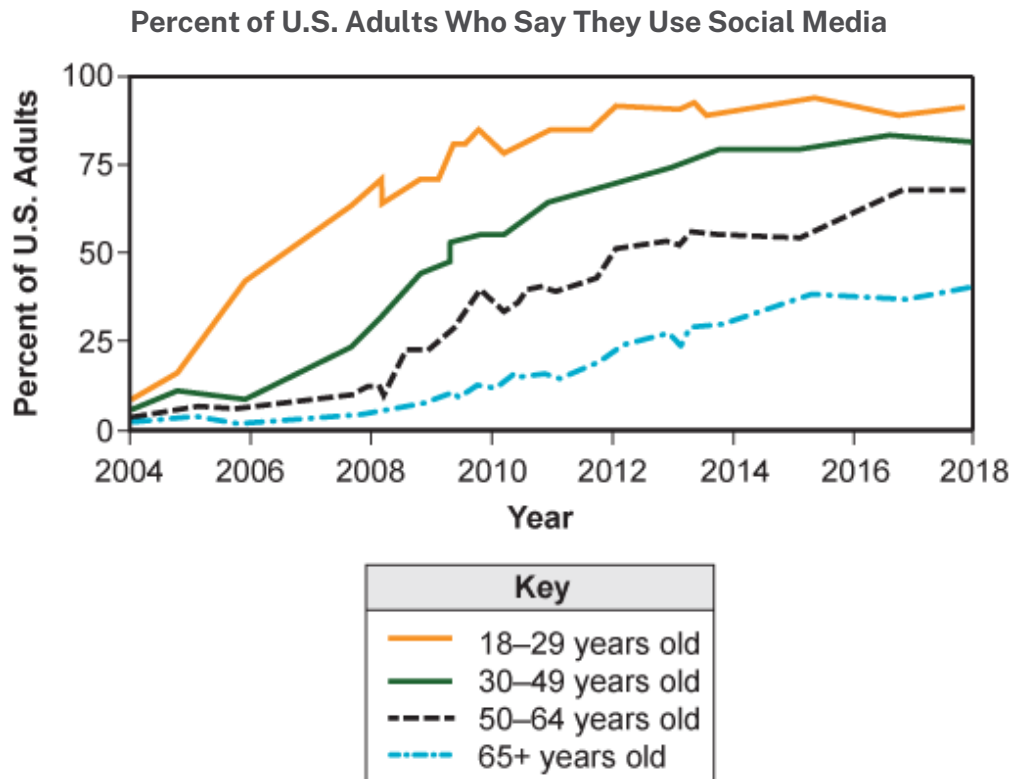
Which statements **best** describe consequences of the election of 1876?

Select the **two** correct answers.

- A. It led to the creation of an Electoral Commission to decide the disputed election.
- B. It led to an agreement to replace the sharecropping system in the South.
- C. It led to ratification of the Fifteenth Amendment by the required number of states.
- D. It led to a compromise to end military occupation of former Confederate states.
- E. It led to passage of a law giving Native Americans voting rights in federal elections.

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12. Use **the graph** to answer the question.



Which statement **best** explains how the trend shown in the graph affected political campaigns?

- A. Campaigns increased social media use because they wanted to attract elderly voters.
- B. Campaigns decreased spending on television ads because of the growing popularity of social media.
- C. Campaigns increased social media use because voter turnout by younger people is usually high.
- D. Campaigns decreased spending on online ads because of rising costs to advertise on social media.

# Task: Challenges of the Federal Government in the Early Republic

Read and study the sources about the challenges of the federal government in the early republic during the late 1700s and early 1800s. Use the sources to answer the questions. As you study the sources and answer the questions, get ready to write about how the challenges of the government in the early republic affected the development of the United States.

## Source 1

### Events Related to the Early Republic



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**Source 2**

**Adapted from the Proclamation of Neutrality (1793)**

*by George Washington*

*This excerpt is from a proclamation issued by President George Washington. It describes the policy of the United States in response to the war in Europe.*

It appears that a state of war exists in Europe. Austria, Prussia, Sardinia, Great Britain, and the United Netherlands are on one side. France is on the other. The interest of the United States requires that we should be friendly and impartial toward the warring powers.

I have therefore thought fit to declare the position of the United States to observe the people's conduct towards those powers. I urge and warn the citizens of the United States carefully to avoid all acts that may violate our position.

I also make it known that citizens of the United States shall be subject to punishment or penalties under the law, by encouraging hostilities against any of the said powers. Citizens of the United States may also be punished for carrying any smuggled articles to the said powers.

**Source 3**

**Adapted from a Letter to Lafayette (1815)**

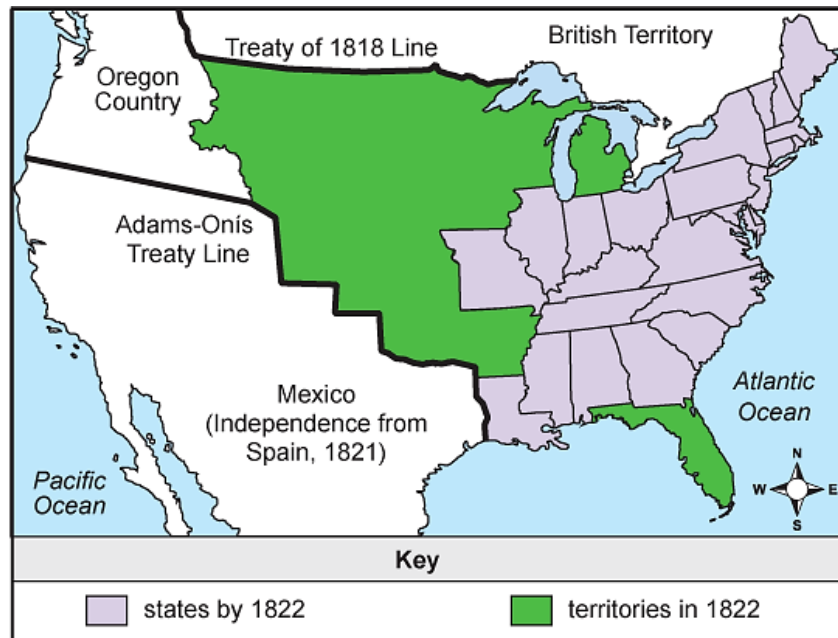
*by Thomas Jefferson*

*In this excerpt from a letter written by Jefferson after he left government, he discusses the recent signing of the Treaty of Ghent, which ended the War of 1812.*

Today I received news of our peace. I am glad of it. And especially glad that we ended the war with the action at New Orleans. But I consider the peace as a cease-fire only, because no security is provided against the impressment of our sailors. With this unsettled, we are in hostility of mind with England, although actual deeds of warfare may be suspended by a truce. The first act of impressment she commits on an American will be answered by retaliation, or by declaration of war here. The meantime must be a state of preparation for it. In this time, we have much to do in further strengthening our seaport towns, providing military supplies, preparing and training our militia, and arranging our financial system. And above all pushing our domestic manufactures, which have become so important that they never again can be shaken.

Source 4

The United States by 1822



Source 5

Adapted from the Monroe Doctrine (1823)

The American continents are not to be considered as subjects for future colonization by any European powers. We would consider any attempt by European powers to expand to any portion of the western hemisphere as dangerous to our peace and safety. We view any attempt by any European power to interfere with the purpose of controlling independent governments as unfriendly toward the United States.

Our policy in regard to Europe is not to interfere in the internal concerns of any of its powers. Our policy is to develop friendly relations with it and to preserve those relations.

It is still the true policy of the United States to leave other countries to themselves. We hope that other powers will follow the same policy.

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12. Use **Source 1 and Source 2** to answer the questions.

**Part A**

Why did President Washington issue the Proclamation of Neutrality in 1793?

- A. to avoid U.S. involvement in the war in Europe
- B. to encourage U.S. settlement in North America
- C. to enforce the U.S. Constitution
- D. to protect U.S. independence

**Part B**

Which statement **best** describes an effect of the Proclamation of Neutrality?

- A. It protected the rights and freedoms of U.S. citizens.
- B. It improved U.S. relations with France and Great Britain.
- C. It showed U.S. support for colonies in Latin America.
- D. It increased tensions between the U.S. political parties.

13. Use **Source 1 and Source 4** to answer the question.

Which statements **best** explain causes of territorial growth of the United States during the early republic?

Select the **two** correct answers.

- A. The United States made agreements with European countries to gain territory.
- B. The United States purchased territory from Mexico.
- C. The United States took control of Native American territory.
- D. The United States conquered territory that was claimed by Spain and France.
- E. The United States made an alliance with Britain in exchange for territory.



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14. Use **Source 1 and Source 4** to answer the question.

Which statements **best** explain how the Louisiana Purchase affected the United States?

Select the **two** correct answers.

- A. It increased U.S. trade with countries in Asia.
- B. It provided direct access to the Pacific Ocean.
- C. It established U.S. control of the Mississippi River.
- D. It led to westward expansion of the United States.
- E. It created unity among the people of North America.
- F. It started a war between the United States and France.

15. Use **Source 3** to answer the question.

Which statement **best** describes Thomas Jefferson's view expressed in Source 3 about the outcome of the War of 1812?

- A. The United States needed to abandon parts of the Northwest Territory.
- B. The United States needed to improve its national defenses in case of war.
- C. The United States needed to return some tribal lands to Native Americans.
- D. The United States needed to establish permanent alliances with other countries.

16. Use **Source 5** to answer the question.

Which phrase **best** describes a purpose of the Monroe Doctrine?

- A. to show opposition to European colonization in the Western Hemisphere
- B. to justify military action against Barbary pirates sailing near the United States
- C. to show support for Spanish colonization of Mexico
- D. to encourage European states to join the Union



# Answer Key and Rubrics

Group	Question	Type	Key	Points	Alignment										
Item Set: First Party System	1	TPI	Part A: B Part B: D See <a href="#">Scoring Guidance</a> .	2	Content: 7.8e S&P: 7.1										
	2	MC	C	1	Content: 7.8e S&P: 7.6a										
	3	MC	D	1	Content: 7.8b S&P: 7.6a										
	4	TPD	Part A: C Part B: A See <a href="#">Scoring Guidance</a> .	2	Content: 7.8e S&P: 7.6b										
	5	MS	B, E	2	Content: 7.8d S&P: 7.1										
	6	TE	<table border="1"> <thead> <tr> <th>Federalists</th> <th>Democratic-Republicans</th> </tr> </thead> <tbody> <tr> <td>supported a strong federal government and executive</td> <td>supported strong state governments</td> </tr> <tr> <td>supported protective tariffs</td> <td>supported low tariffs</td> </tr> <tr> <td>supported domestic manufacturing</td> <td>supported agricultural interests</td> </tr> <tr> <td>supported Great Britain</td> <td>supported France</td> </tr> </tbody> </table> <p>Scoring Rules            Full (3 pts): 8 of 8 correct responses            Partial (2 pts): 6 or 7 of 8 correct responses            Partial (1 pt): 4 or 5 of 4 correct responses            None (0 pts): 0–3 of 8 correct responses</p>	Federalists	Democratic-Republicans	supported a strong federal government and executive	supported strong state governments	supported protective tariffs	supported low tariffs	supported domestic manufacturing	supported agricultural interests	supported Great Britain	supported France	3	Content: 7.8e S&P: 7.3
	Federalists	Democratic-Republicans													
supported a strong federal government and executive	supported strong state governments														
supported protective tariffs	supported low tariffs														
supported domestic manufacturing	supported agricultural interests														
supported Great Britain	supported France														
7	CR	See <a href="#">rubric</a> .	4	Content: 7.8e S&P: 7.3											
Standalone Items	8	TE	Key 1: land and resources Key 2: forced relocation Scoring Rules Full (2 pts): 2 of 2 correct answers selected Partial (1 pt): 1 of 2 correct answers selected None (0 pts): 0 of 2 correct answers selected	2	Content: 7.10e S&P: 7.1										

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Group	Question	Type	Key	Points	Alignment
	9	TPI	Part A: C Part B: B See <a href="#">Scoring Guidance</a> .	2	Content: 7.10c
	10	TPD	Part A: B Part B: C See <a href="#">Scoring Guidance</a> .	2	Content: 7.11b S&P: 7.6b
	11	MS	A, D	1	Content: 7.14g S&P: 7.4
Task: Foundations, Structures, and Systems of U.S. Government	12	TPI	Part A: A Part B: D See <a href="#">Scoring Guidance</a> .	2	Content: 7.8g S&P: 7.2
	13	MS	A, C	1	Content: 7.10 S&P: 7.2
	14	MS	C, D	1	Content: 7.8h S&P: 7.1
	15	MC	B	1	Content: 7.9b S&P: 7.6a
	16	MC	A	1	Content: 7.10b S&P: 7.6a
	17	ER	See <a href="#">rubric</a> .	4	Content: 7.8g, 7.7c S&P: 7.7a

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**Constructed Response Rubric**

Score	Scoring Description
4	Student correctly <b>identifies one</b> issue that the Federalist Party and Democratic-Republican party disagreed on. Student correctly <b>explains why each</b> party had their viewpoint on <b>that</b> issue.
3	Student correctly <b>identifies one</b> issue that the Federalist Party and Democratic-Republican Party disagreed on. Student correctly <b>explains why one</b> party had its viewpoint on <b>that</b> issue <b>and</b> correctly <b>identifies why one</b> party had its viewpoint on <b>that</b> issue without explaining it.
2	Student correctly <b>identifies one</b> issue that the Federalist Party and Democratic-Republican Party disagreed on. Student correctly <b>identifies why one</b> party had its viewpoint on <b>that</b> issue.
1	Student correctly <b>identifies one</b> issue that the Federalist Party and Democratic-Republican Party disagreed on. <b>OR</b> The response includes correct information related to the prompt that demonstrates some student content knowledge about the Federalist Party or Democratic-Republican Party.
0	The response contained only incorrect or irrelevant information or the item was left blank.

Note: Responses are not penalized for any errors in spelling, punctuation, grammar, or capitalization.

**Sample Response:** One issue the Federalist Party and Democratic-Republican Party disagreed on was how much power the federal government should have. The Federalist Party wanted the federal government to have a lot of power to make decisions for the country even if it wasn't stated directly in the Constitution. The Democratic-Republican Party wanted the power of the federal government to be limited to only what the Constitution allowed it to do because they were scared that if the federal government had too much power, it would be the same as having a monarchy.

**Extended Response Rubric**

Score	Scoring Description
4	Response includes a <b>correct claim</b> about how the challenges of the early republic influenced the development of the United States from the 1790s to the 1820s. Response includes a <b>correct explanation</b> that addresses the prompt and includes at least one reference to a given <b>source and</b> relevant content <b>knowledge</b> that is not directly provided in the given source.
3	Response includes a <b>correct claim</b> about how the challenges of the early republic influenced the development of the United States from the 1790s to the 1820s. Response includes a <b>correct explanation</b> that addresses the prompt and includes at least one reference to a given <b>source or</b> relevant content <b>knowledge</b> that is not directly provided in the given sources, but not both. <b>OR</b> Response includes a <b>correct claim</b> about how the challenges of the early republic influenced the development of the United States from the 1790s to the 1820s. Response includes at least one reference to a given <b>source and</b> relevant content <b>knowledge</b> that is not directly provided in the given source, but does not explain the evidence. <b>OR</b> Response includes a <b>correct explanation</b> to address the influence of challenges experienced in the early republic on the development of the United States. The explanation includes at least one reference to a given <b>source and</b> relevant content <b>knowledge</b> that is not directly provided in the given source.
2	Response includes a <b>correct claim</b> about how the challenges of the early republic influenced the development of the United States from the 1790s to the 1820s with at least one reference to a given <b>source or</b> relevant content <b>knowledge</b> that is not directly provided in the given source. <b>OR</b> Response includes a <b>correct explanation</b> to address the influence of challenges experienced in the early republic on the development of the United States. The explanation includes at least one reference to a given <b>source or</b> relevant content <b>knowledge</b> that is not directly provided in the given source.
1	Response includes a <b>correct claim</b> about how the challenges of the early republic influenced the development of the United States from the 1790s to the 1820s. <b>OR</b> Response includes <b>correct information</b> that is <b>not</b> directly relevant to the prompt but that demonstrates some student content knowledge about the challenges of the early republic.
0	Response does not include any elements described above.

Note: Responses are not penalized for any errors in spelling, punctuation, grammar, or capitalization.

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**Sample Response:** As the United States developed foreign policy changed as a result of challenges faced in the early republic. In the days of the early republic, United States foreign policy was neutrality. As challenges were faced, the United States began to get more involved in foreign affairs. Source 1 says the United States announced its Proclamation of Neutrality in 1793.

# Scoring Guidance

Item Type	Scoring Rules
Two-Part Independent (TPI)	Full credit (2 pts): Both Part A and Part B have correct answers Partial credit (1 pt): Either Part A or Part B have correct answers No credit (0 pts): Neither Part A nor Part B have correct answers
Two-Part Dependent (TPD)	Full credit (2 pts): Both Part A and Part B have correct answers Partial credit (1 pt): Part A has a correct answer, but Part B has an incorrect answer No credit (0 pts): Part A has an incorrect answer, and Part B has a correct answer OR neither Part A nor Part B has a correct answer

# Scoring Activity

The scoring activity is recommended for use by educators to develop scoring materials. This activity, when done with a group of teachers who teach the same grade level/course, can be invaluable. By analyzing the rubrics, choosing papers at each score point, and discussing the scoring of student papers collaboratively, teachers not only gain a better understanding of expectations for student writing, but they also discover strengths and weaknesses and how they might be addressed within their own classroom or within their schools or school systems. This activity can be used with students as well. By having students work through the scoring process, they learn about what is expected, and they see the rubric in action as they score and discuss different responses. School and school system leaders are also encouraged to incorporate the scoring activity into their professional development and/or to set aside time for teachers to engage in the kind of discussions about student work that are at the heart of the scoring activity.

**Purpose:** To establish common expectations for student writing in social studies

### Outcomes:

- Learn to use the rubric and identify qualities of writing that meet the standards for social studies
- Reveal grade/course-specific expectations
- Learn about and discuss different approaches that can improve teaching and learning

### Process:

1. Have students respond in writing to a common prompt.
2. Collect students' responses to the common prompt.
3. Work collaboratively to understand the rubric.

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- a. Review the scoring criteria on the chosen rubric. Read each part carefully. Highlight key words on the rubric that show the expectations and differences between each score point.
- b. Create or gather anchor papers for each score point. These are papers that all participants agree represent a solid score (e.g., 4 points in Constructed Response). Annotate the papers to identify which qualities match the rubric. They will serve as models of each score point on the rubric.
4. Score student responses collaboratively.
  - a. Individually score the responses using the rubric and anchor set.
  - b. Then come together as a group. Read each response aloud and, as a group, discuss the individual scores using the rubric and the anchor papers.
  - c. Try to reach consensus on the scores for each response. Discuss any scores that are not consistent.
5. After the responses are scored, discuss the responses in general – strengths, weaknesses, different approaches to the prompt, etc. Determine any patterns that exist in the responses overall (e.g., development of claims, use of content knowledge, relevance of evidence from sources, ability to make connections, ability to explain connections). Individual teachers should also consider their own students’ papers to determine any patterns.
6. Finally, discuss the instructional implications: “How will we address the general weaknesses?” “How will I address my own students’ weaknesses, etc.?” Develop a plan.