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LEAP Practice Questions

Social Studies Grade 3

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 Grade 3 Social Studies Assessment.

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Item Set: George Washington and Early America

Read and study the sources about George Washington and early America. Then use the sources to answer the questions.

Source 1

Adapted from George Washington's Rules of Civility and Decent Behavior

This excerpt is from George Washington's Rules of Civility (politeness) and Decent (proper) Behavior. The book has more than 100 rules about manners and behavior. When Washington was a young man, he copied the rules from a book that included many of the common manners at the time. Washington used the rules to guide him throughout his life.

Do not appear to be glad at someone's failures, even if that person is your enemy.

Those who hold public office are important and should have respect. But office holders should respect their social equals, even if they are private citizens.

Never say anything rude. Remain moral in front of everyone.

A man should not value himself too much because he is smart or accomplished. He should not be proud because of his riches or family.

Do not insult those you lead. Do not act bossy.

Source 2

Adapted from Journals of the Continental Congress (1775)

This excerpt is from the speech George Washington gave to the Continental Congress when agreeing to lead the Continental Army.

I am honored to be appointed to this position. Yet I feel great worry. I know that my skills and my knowledge of war may not be equal to the trust you have given me. However, because Congress asks, I will accept this duty. I will make every effort to support the great cause. Please accept my humble thanks.

No amount of money would have made me accept this task and leave my happy home. I do not want to profit from it. I will keep a record of my expenses. But I will not accept a salary.

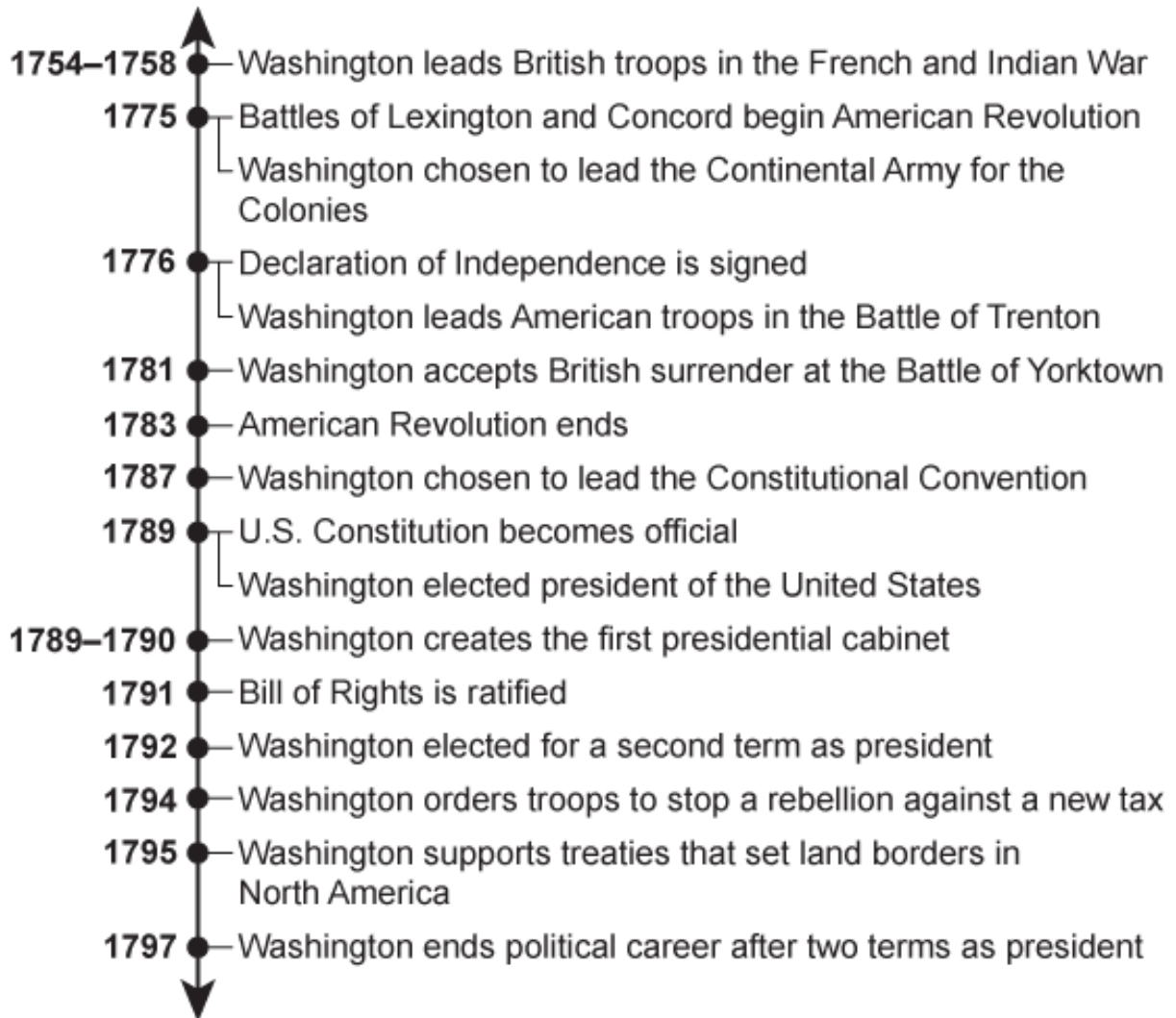
Washington Crossing the Delaware

by Emanuel Leutze

This picture shows General George Washington leading the Continental Army across the Delaware River during the American Revolution. Washington led a surprise attack against German soldiers fighting for the British in Trenton, New Jersey. The Continental Army attacked early in the morning on December 26, 1776. The battle was the first major success for the Continental Army. The painting shown in the picture was created in 1851, almost 75 years later.



Events about George Washington and Early America



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

Which term is **most closely** related to Source 1?

- A. representative democracy
- B. civic virtue
- C. unalienable rights
- D. limited government

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2. Use **Source 2**, **Source 3**, and **Source 4** to answer the questions.

Part A

Which reason was **most** important for members of the Continental Congress when choosing George Washington as commander of the Continental Army?

- A. Washington fought for the British in past battles.
- B. Washington had more land and wealth than others did.
- C. Washington formed a close friendship with the French.
- D. Washington had military experience and the ability to unite people.

Part B

Which statement **best** explains how Washington's leadership affected the American Revolution?

- A. He gathered together troops with plenty of training.
- B. He made sure the soldiers had enough food and supplies.
- C. He helped the army to succeed although they had many challenges.
- D. He won the support of many nations even though they fought each other.

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

Select the **best** answer from each list to complete the sentence about the picture shown in Source 3.

The painting of George Washington leading the Continental Army across the Delaware River, shown in Source 3, is

- a claim
- evidence
- a primary source
- a secondary source

because it was created the event that it shows.

- during
- long after
- to answer a question about
- to support an argument about

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4. Use **Source 4** to answer the question.

Which statement describes the role of George Washington in early America?

- A. He wrote the U.S. Constitution.
- B. He was the author of the Bill of Rights.
- C. He was the first president of the United States.
- D. He led the U.S. Army for a lifetime term.

5. **Source 4** to answer the question.

How was the new government of the United States different from Britain's monarchy?

- A. Only the U.S. government required citizens to pay taxes.
- B. Only citizens in the United States could make treaties with foreign nations.
- C. Only the United States required citizens to join the military.
- D. Only citizens in the United States could vote for a president to lead them.

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

Write in the chart **one** correct statement for **each** of George Washington’s actions to show how each action was important to the founding and development of the United States.

George Washington’s Action	Importance of George Washington’s Action
Washington led the Constitutional Convention.	
Washington created the first presidential cabinet.	
Washington decided to serve only two terms as president.	
Washington tried to work for the good of the people when serving as leader.	

Statements on the importance of George Washington’s actions:

Washington established that government leaders should limit their time in office.

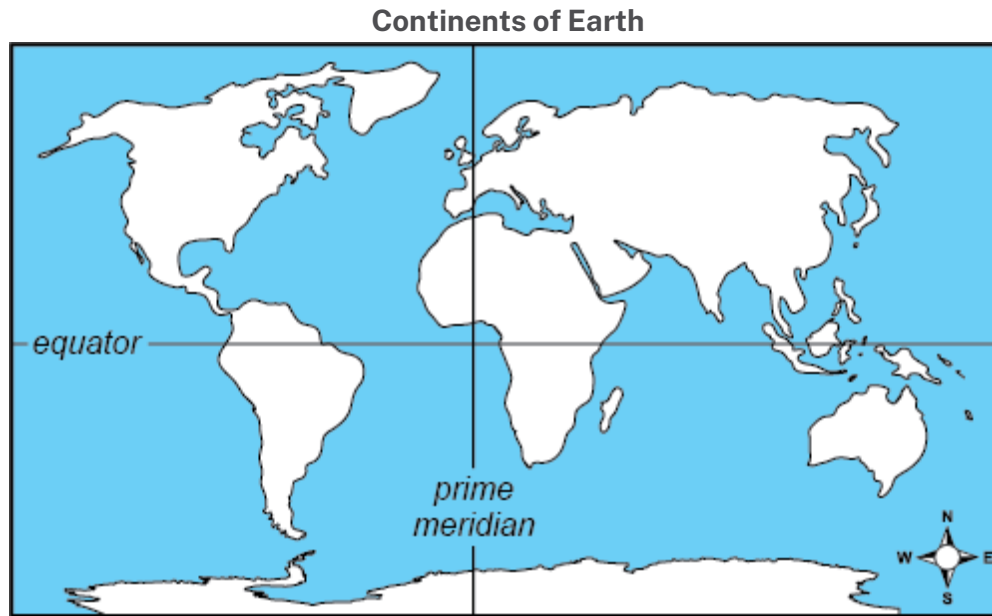
Washington helped to form the government of the United States.

Washington showed that leaders should listen to the advice of experts to help with decisions.

Washington set an example of civic virtue.

Standalone Items

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



Which statements **best** describe the relative location of the United States?

Select the **two** correct answers.

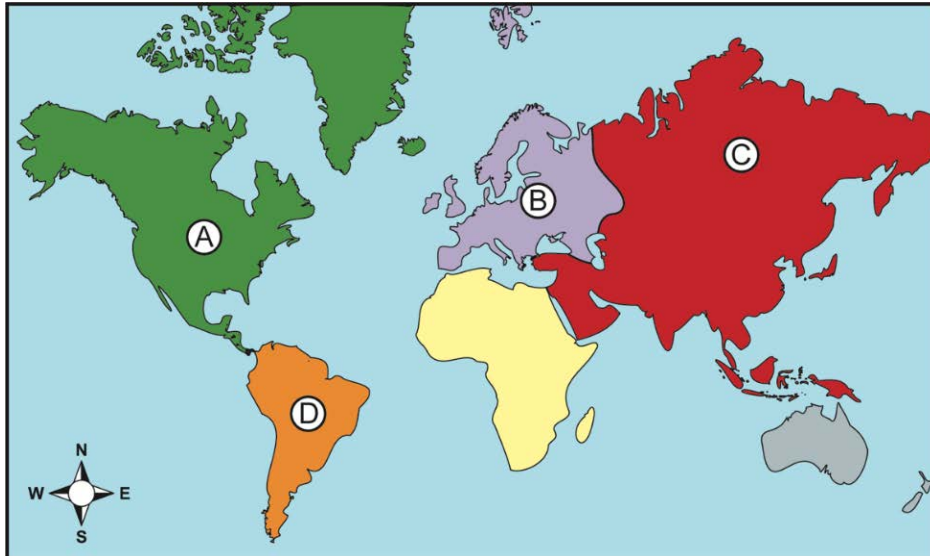
- A. It is south of the equator.
- B. It is east of the prime meridian.
- C. It is in the Western Hemisphere.
- D. It is part of the continents of Europe and Asia.
- E. It is between the Pacific Ocean and the Atlantic Ocean.

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

Part A

Fill in the circle on the map that shows the location of the continent of North America.



Part B

Which geographic feature is part of North America?

- A. Amazon rainforest
- B. Rocky Mountains
- C. Mediterranean Sea
- D. Sahara Desert

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

Excerpt from the Thirteenth Amendment (1865)

Neither slavery nor involuntary servitude . . . shall exist within the United States.

Which statement **best** describes an effect of the Thirteenth Amendment?

- A. It gave formerly enslaved people the right to vote.
- B. It protected formerly enslaved people from unfair pay for work.
- C. It abolished slavery throughout the United States.
- D. It allowed slavery to be legal in parts of the United States.

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

Adapted from “The Meaning of Rights for Women” (1914)

by Mabel Ping-Hua Lee

Part of democracy is the equal right to choose the rulers who make the laws. This is shown in the statement of Thomas Jefferson. He said, “Just government depends on the consent of the governed.” It is a central idea of American democracy. . . . We want nothing more than an equal opportunity for women to prove their abilities.

Part A

Which action is Mabel Ping-Hua Lee **most likely** arguing in favor of in the excerpt?

- A. making the people elect more women as government officials
- B. giving women the right to attend schools in the country
- C. requiring businesses to hire more women as workers
- D. granting women the right to vote in elections

Part B

The excerpt has four phrases underlined. Select the **one** phrase that **best** supports the answer to Part A.

Part of democracy is the equal right to choose the rulers who make the laws. This is shown in the statement of Thomas Jefferson. He said, “Just government depends on the consent of the governed.” It is a central idea of American democracy. . . .

We want nothing more than an equal opportunity for women to prove their abilities.

12. Use **the picture** to answer the questions.

Dr. Martin Luther King, Jr. Memorial



Part A

Which phrase describes the purpose of the Dr. Martin Luther King, Jr. Memorial?

- A. to honor the work of an important civil rights leader
- B. to recognize the discoveries of an important scientist
- C. to remember the success of an important suffragist
- D. to show respect for the efforts of an important abolitionist

Part B

Which statement describes an action that Dr. Martin Luther King, Jr., is remembered for accomplishing?

- A. He urged states to pass an amendment giving women the right to vote.
- B. He helped to write the laws that brought about the end of slavery.
- C. He encouraged the use of nonviolent methods to protest discrimination.
- D. He developed faster ways for factories to make goods to sell.

Item Set: Migration During the 1800s

Read and study the sources about migration during the 1800s. Then use the sources to answer the questions.

Source 1

Events about Migration within and to the United States



Population in U.S. Cities, 1800 and 1860

Population in U.S. Cities, 1800



Population in U.S. Cities, 1860



Source 3**Adapted from “Gold-Rush Days: Virginia City, Nevada”**

by J. Ross Browne

This excerpt describes a city called Gold Hill in the Utah Territory in the western United States. In the 1850s, the discovery of silver brought people from many different places to the city. Most of the city’s leaders and politicians were immigrants from Europe. Miners were from China, Europe, and eastern states.

Gold Hill has grown into a city. Here the proof of hard work is clear. The whole hill is full of shafts and tunnels. Engine-houses for lifting are built on certain points. Quartz mills cover the sides of the canyon. The main street has many brick stores, hotels, the Pony Express office, and restaurants. It contains all those attractive places that go to make up a flourishing mining town. Even a newspaper is printed here.

Source 4**Adapted from the Irish in America**

by John F. Maguire

This excerpt is from a book by an Irish author that describes his study of Irish immigrants in the United States in the early to mid-1800s.

I went from place to place for nearly six months. During that time, I met people from many different countries and all parts of society. I gathered information wherever I went. Then, I compared people’s stories and opinions. The results of the observations I made are as follows.

The Irish in America are improving their lives by having left the old country for America. In every part of society, they are having important effects. They are merchants, manufacturers, lawyers, and doctors. They are inventors, scientists, artists, teachers, soldiers, and many more things. They are necessary to life in America. The Irish make up a large amount of the working population in the cities. Their hard work brings them greater comfort and fuller respect of their duties and responsibilities as citizens of America.

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

Which factors **most** led to increased immigration to the United States and its territories in the 1800s? Select the **two** correct answers.

- A. a desire to leave places with small populations
- B. a desire to move to a place with a different culture
- C. a desire to leave places with hot and rainy weather
- D. a desire to move to a place with economic opportunities
- E. a desire to leave places with political and social disorder

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

Which statement **best** describes the trend shown in Source 2?

- A. The number of large cities decreased in the Southeast and the Southwest.
- B. The number of large cities increased in the Northeast and the Midwest.
- C. Cities in the West became larger than cities in the East.
- D. Cities in the South became larger than cities in the North.

15. Select the **best** answer from the list to complete the sentences about people who migrated to or within the United States during the 1800s.

Many people who moved to or within the United States during the 1800s worked in jobs such as building canals and mining. They were a for businesses and industries that were growing during the 1800s.

- capital resource
- human resource
- natural resource
- nonrenewable resource

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

Which statement **best** describes how people who moved west to mining towns like Gold Hill changed their physical environment?

- A. They removed dirt to create canals.
- B. They cut down trees to build railroads.
- C. They plowed soil to plant new crops.
- D. They dug into the earth for resources.

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17. **Source 4** to answer the question.

Four sentences are underlined in the second paragraph of Source 4. Select the **one** sentence that **best** describes how Irish immigrants helped to the United States.

These Irish in America are improving their lives by having left the old country for America. In every part of society, they are having important effects. They are merchants, manufacturers, lawyers, and doctors. They are inventors, scientists, artists, teachers, soldiers, and many more things. They are necessary to life in America. The Irish make up a large amount of the working population in the cities. Their hard work brings them greater comfort and fuller respect of their duties and responsibilities as citizens of America.

Answer Key and Rubrics

Group	Question	Type	Key	Points	Alignment									
Item Set: George Washington and Early America	1	MC	B	1	Content: 3.13 S&P: 3.3a									
	2	TPI	Part A: D Part B: C See Scoring Guidance .	2	Content: 3.6a S&P: 3.3a									
	3	TE	Key 1: Secondary Source Key 2: long after 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: 3.6a									
	4	MC	C	1	Content: 3.6a S&P: 3.1									
	5	MC	D	1	Content: 3.10d S&P: 3.2									
	6	TE	<table border="1"> <thead> <tr> <th>George Washington's Action</th> <th>Importance of George Washington's Action</th> </tr> </thead> <tbody> <tr> <td>Washington led the Constitutional Convention.</td> <td>Washington helped to form the government of the United States.</td> </tr> <tr> <td>Washington created the first presidential cabinet.</td> <td>Washington showed that leaders should listen to the advice of experts to help with decisions.</td> </tr> <tr> <td>Washington decided to serve only two terms as president.</td> <td>Washington established that government leaders should limit their time in office.</td> </tr> <tr> <td>Washington tried to work for the good of the people when serving as leader.</td> <td>Washington set an example of civic virtue.</td> </tr> </tbody> </table> <p>Scoring Rules Full (2 pts): 4 of 4 correct responses</p>	George Washington's Action	Importance of George Washington's Action	Washington led the Constitutional Convention.	Washington helped to form the government of the United States.	Washington created the first presidential cabinet.	Washington showed that leaders should listen to the advice of experts to help with decisions.	Washington decided to serve only two terms as president.	Washington established that government leaders should limit their time in office.	Washington tried to work for the good of the people when serving as leader.	Washington set an example of civic virtue.	2
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Group	Question	Type	Key	Points	Alignment
			Partial (1 pt): 2 or 3 of 4 correct responses None (0 pts): 0 or 1 of 4 correct responses		
	7	CR	See rubric .	4	Content: 3.6a S&P: 3.1
Standalone Items	8	MS	C, E	1	Content: 3.24 S&P: 3.19
	9	TPI	Part A: Circle labeled A Part B: B See Scoring Guidance .	2	Content: 3.23, 3.6e S&P: 3.19
	10	MC	C	1	Content: 3.12 S&P: 3.3a
	11	TPD	Part A: D Part B: “the equal right to choose rulers who make the laws” See Scoring Guidance .	2	Content: 3.6a S&P: 3.3b
	12	TPI	Part A: A Part B: C See Scoring Guidance .	2	Content: 3.6d S&P: 3.6a
Item Set: Migration During the 1800s	13	MS	D, E	1	Content: 3.8 S&P: 3.1
	14	MC	B	1	Content: 3.8 S&P: 3.3a
	15	TE	Key: human resource	1	Content: 3.16
	16	MC	D	1	Content: 3.25, 3.8 S&P: 3.2
	17	TE	Key: “The Irish make up a large amount of the working population in the cities.”	1	Content: 3.8 S&P: 3.3b
	18	CR	See rubric .	4	Content: 3.8 S&P: 3.2

Constructed Response Rubric (George Washington and Early America)

Score	Scoring Description
4	Student correctly explains why two different accomplishments of George Washington were important to the United States.
3	Student correctly explains why one accomplishment of George Washington was important to the United States. AND Student correctly identifies a second accomplishment of George Washington without explaining it.
2	Student correctly identifies two accomplishments of George Washington without explaining either. OR Student correctly explains why one accomplishment of George Washington was important to the United States.
1	Student correctly identifies one accomplishment of George Washington without explaining it. OR The response includes correct information related to the prompt that demonstrates some student content knowledge about George Washington.
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 accomplishment of George Washington was leading the Continental Army in an attack in Trenton, New Jersey. This was important because it was the first time the Continental Army won a major battle in the American Revolution. Another accomplishment of George Washington was being elected president. This was important because George Washington was the first president and he showed the future presidents what to do.

Constructed Response Rubric (Migration During the 1800s)

Score	Scoring Description
4	Student correctly explains two different effects migration had on the United States in the 1800s.
3	Student correctly explains one effect migration had on the United States in the 1800s. AND Student correctly identifies a second effect migration had on the United States in the 1800s without explaining it.
2	Student correctly identifies two effects migration had on the United States in the 1800s without explaining either. OR Student correctly explains one effect migration had on the United States in the 1800s.
1	Student correctly identifies one effect migration had on the United States without explaining it. OR The response includes correct information related to the prompt that demonstrates some student content knowledge about migration in the United States in the 1800s.
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 effect migration had on the United States in the 1800s was making the population grow. People started moving to the United States from Ireland, Great Britain, and other countries because they thought life here would be better. This made the population of the United States grow. Another effect migration had on the United States in the 1800s was the United States getting bigger. When more people began to move here, the United States needed more space, so people started to move to the west. In the west they found gold, which made more people move to the United States.

Scoring Guidance

Item Type	Scoring Rules
Two-Part Independent (TPI)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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.
 - 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.

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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.