

LEAP Practice Questions

Social Studies Grade 4

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 4 Social Studies Assessment.

Table of Contents

Item Set: Ancient Mesopotamia	2
Standalone Items	10
Item Set: Tutankhamun.....	14
Answer Key and Rubrics.....	21
Scoring Guidance	24
Scoring Activity.....	25

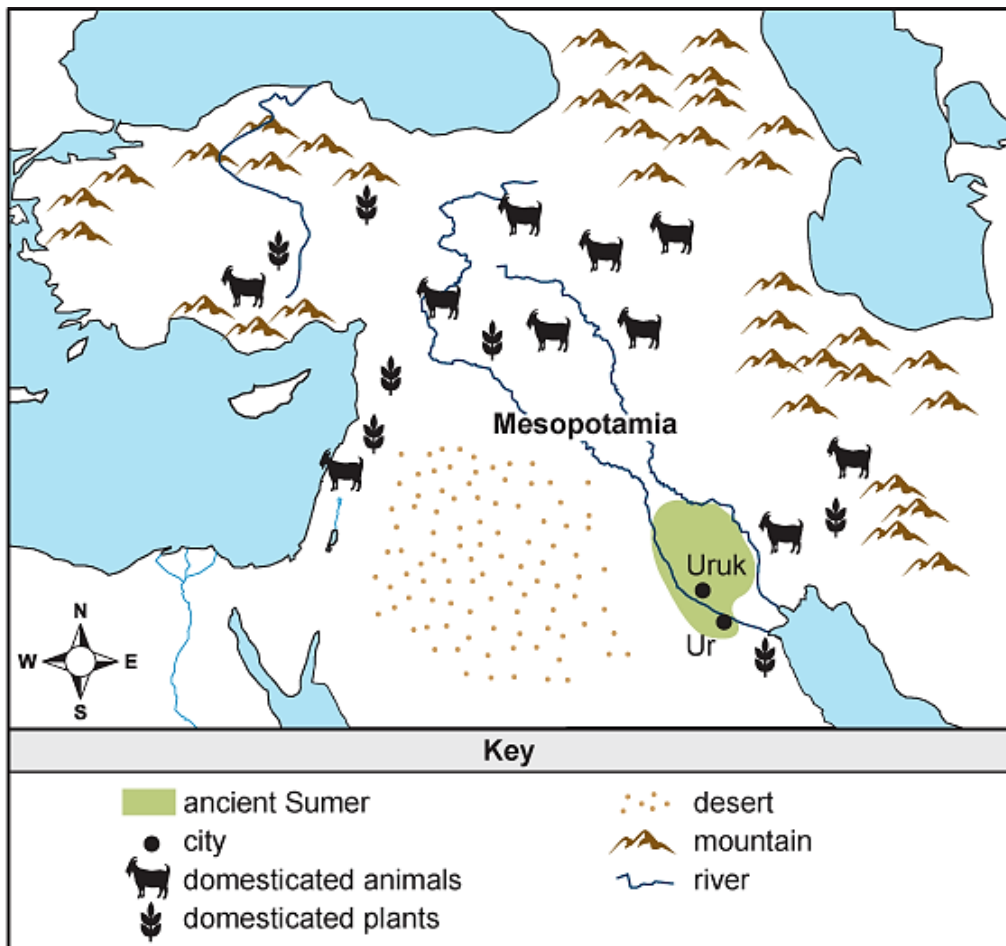
Item Set: Ancient Mesopotamia

Read and study the sources about ancient Mesopotamia. Then use the sources to answer the questions.

Source 1

Ancient Mesopotamia and Near East

This map shows ancient Mesopotamia and surrounding areas. Evidence of agriculture and of domesticated plants and animals has been found throughout the region. These achievements first occurred in Sumer, which is the earliest known civilization in Mesopotamia.



Source 2

Zirigum

This picture shows a person using a zirigum or shaduf, believed to be invented in ancient Mesopotamia. It is a tool used to lift water from a well, river, or other water source. It has a long pole attached to a frame like a seesaw. One end of the pole has a role and container connected to it. The other end of the pole has a weight attached. A person could lower the container to fill it with water and lift the container back onto higher land. They could then empty the container into watering systems for crops, drinking, or other purposes.



Source 3

Adapted from the Code of Ur-Nammu (c. 2100 BCE)

This excerpt is from the Code of Ur-Nammu. It is a written set of laws from ancient Mesopotamia. Sumerian King Ur-Nammu and his son created the laws and had them written on clay tablets. Archeologists have found copies in different parts of Mesopotamia. The Code of Ur-Nammu is one of the oldest written law codes. It was made long before the famous Code of Hammurabi in Babylon.

King Ur-Nammu established fairness in the land. He got rid of violence and conflict. He set the monthly temple fees at fixed amounts. He created standards for weighing and measuring.

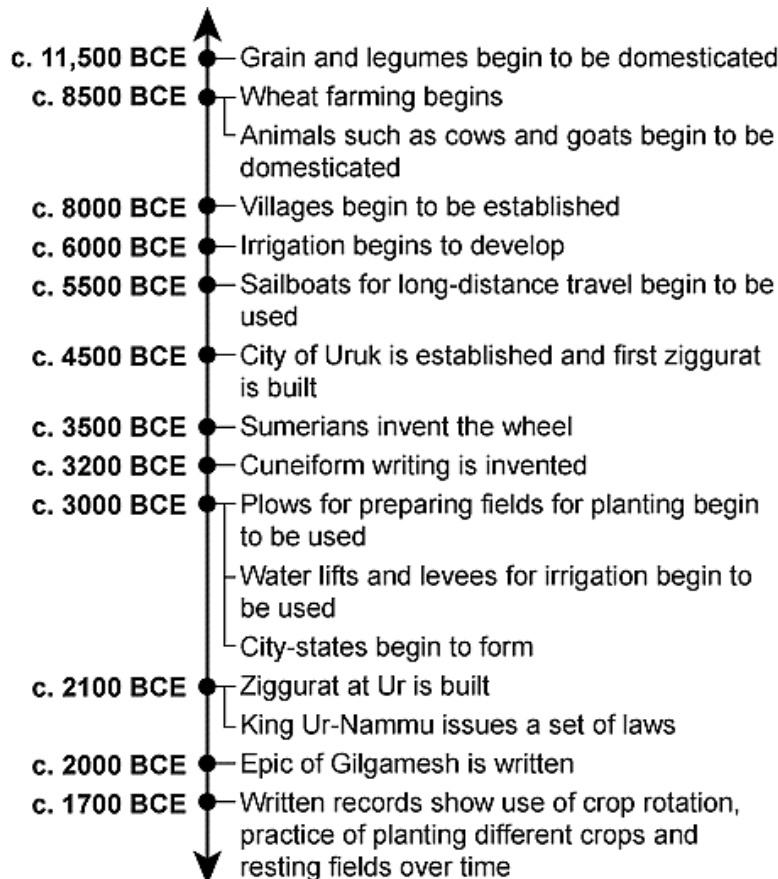
If a man secretly grows crops in the field of another man and complains, then the complaint will be rejected. The man will lose whatever money he spent farming the field.

If a man floods the field of another man with water, then he shall pay for the damage to each field.

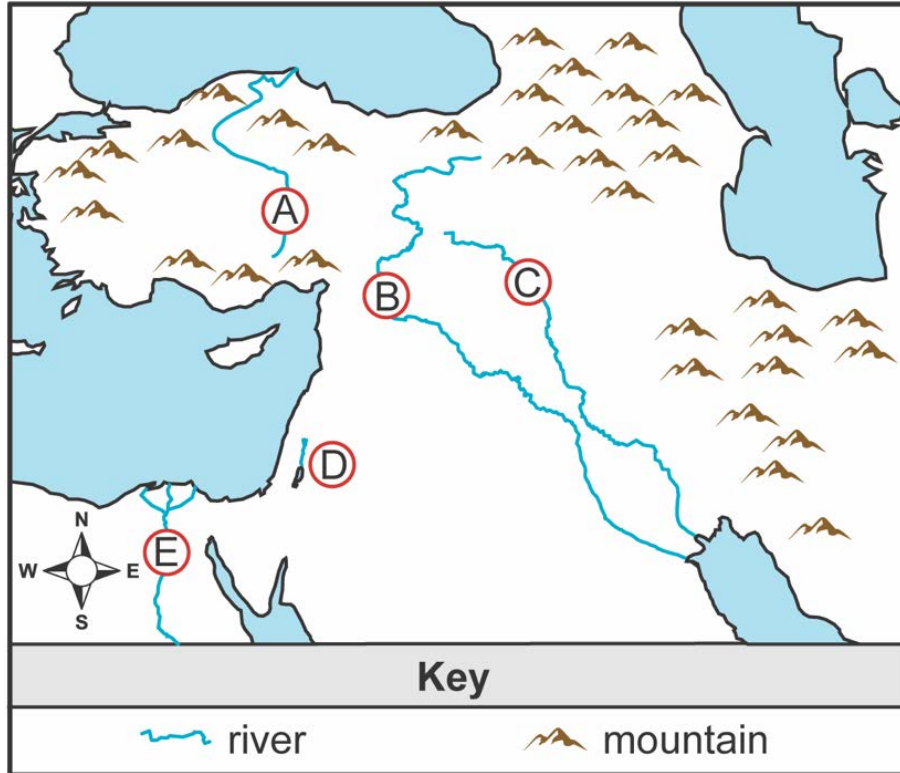
If a man rented farmlands to another man, but the other man did not farm it and turned it into wasteland, then the other man shall pay for the damage to each field.

Source 4

Events Related to Ancient Mesopotamia



1. Fill in the **two** circles on the map to show the correct locations of the Tigris River and the Euphrates River.



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

Which physical characteristic is **most closely** related to the region known as the Fertile Crescent?

- A. rich soil near rivers
- B. many herds of wild animals
- C. high mountain ranges
- D. seas surrounding the area

3. Use **Source 2** to answer the questions.

Part A

Which conclusion about the purpose of the zirigum can **best** be made from Source 2?

- A. It allowed people to stop the rivers from flooding.
- B. It allowed people to find new sources of water.
- C. It allowed people to supply water for irrigation.
- D. It allowed people to make the rivers deeper.

Part B

Four sentences are underlined in the excerpt. Select the **one** sentence that **best** supports the answer to Part A.

It is a tool used to lift water from a well, river, or other water source. It has a long pole attached to a frame like a seesaw. One end of the pole has a rope and container connected to it. The other end of the pole has weight attached. A person could lower the container to fill it with water and lift the container back onto higher land. They could then empty the container into watering systems for crops, drinking, or other purposes.

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

Which statement about life in ancient Mesopotamia does Source 3 **best** support?

- A. Law codes made sure that farmers had plentiful harvests.
- B. Citizens who owned land could ignore the law codes.
- C. Law codes gave people rules in order to create a stable society.
- D. Citizens who were wealthy could change the law codes.

5. Write in the chart **one** correct description for **each** advancement to show how the advancement helped agriculture in ancient Mesopotamia.

Advancement	How the Advancement Helped Agriculture
crop rotation	
cuneiform	
plow	
wheel	

Descriptions of how advancements helped agriculture:

helped to keep records of crop production and trade

helped to break apart hard soil

helped to move crops from place to place

helped to keep the soil fertile

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

Which statements **best** explain how agriculture affected the development of civilization in ancient Mesopotamia?

Select the **two** correct answers.

- A. It led to a surplus of food, allowing some people to specialize in non-farm jobs.
- B. It led to the invention of the first stone tools, allowing people to do important tasks more easily.
- C. It led to a surplus of time, allowing farmers to do more hunting and gathering.
- D. It led to the creation of settled communities, allowing large populations and governments to form.
- E. It led to the discovery of fire, allowing the development of new methods to cook and prepare food.

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

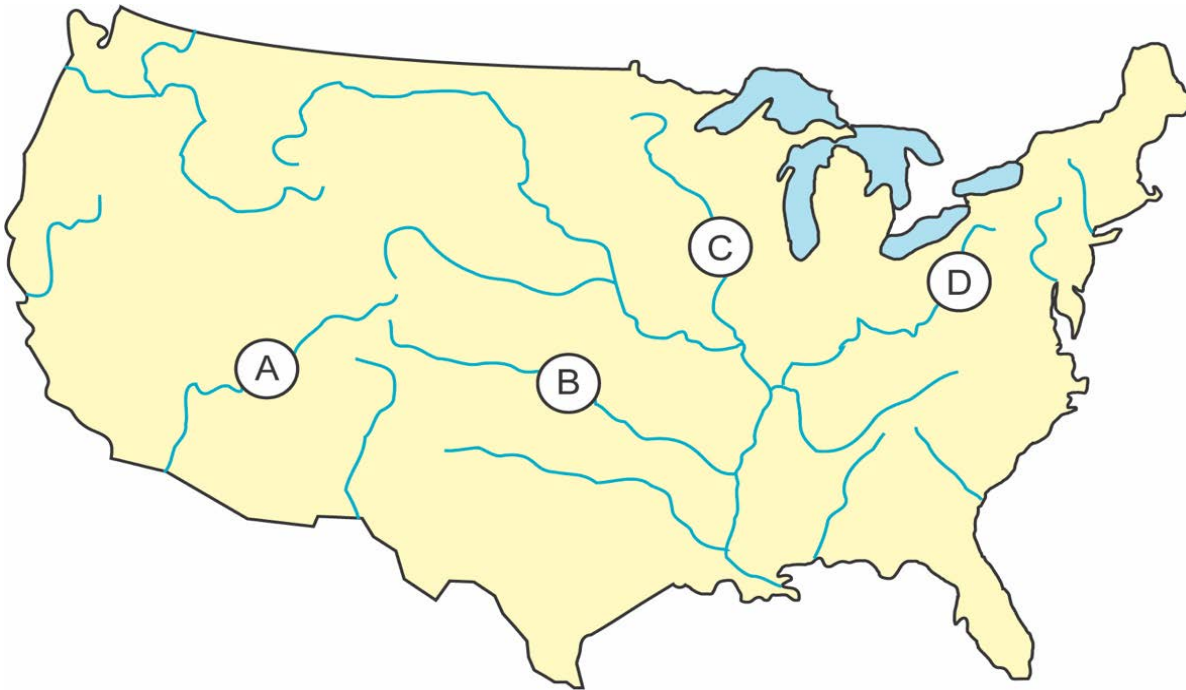
Explain **two** different ways that advances in agriculture affected the development of Mesopotamian civilization.

As you write, be sure to fully answer all parts of the prompt using information and examples from your knowledge of social studies.

Standalone Items

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

Fill in the circle on the map that shows the location of the Mississippi River.



9. Select the **best** answer from each list to complete the sentence about the people who first lived in the area that became Louisiana.

The earliest people to live in the southern part of North America were

people who mostly got food by

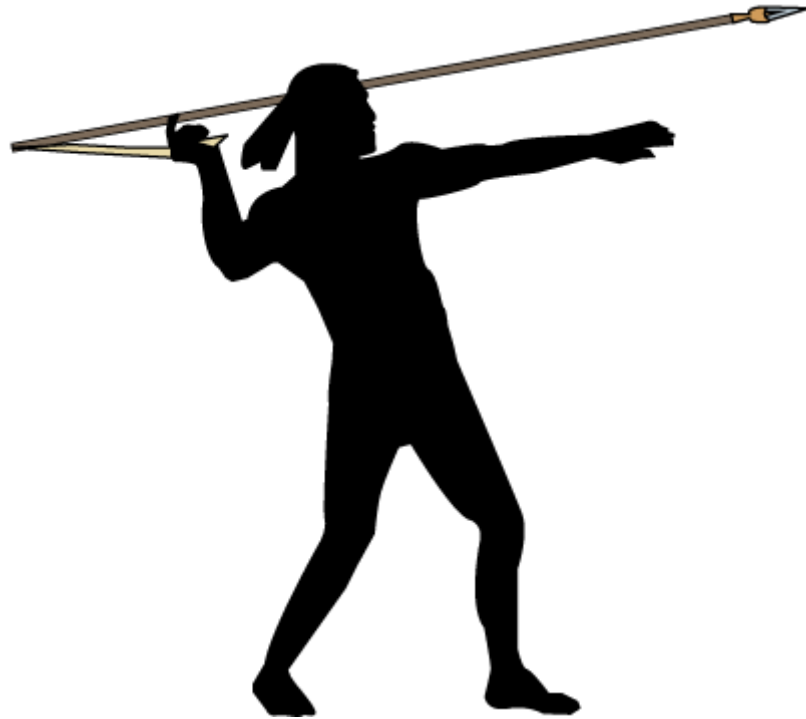
agricultural
nomadic
settled

farming.
hunting and gathering.
trading.

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

Using an Atlatl

This picture shows a person using an atlatl. The Meso people of the area that became Louisiana used the atlatl to throw spears.



Why was the atlatl important to the earliest people of Louisiana?

- A. It led to the development of agriculture.
- B. It improved the hunting of animals.
- C. It inspired the creation of organized sports.
- D. It showed the use of advanced mathematics.

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

El Caracol Observatory in Chichén Itzá



Part A

What is the **most likely** purpose of the Maya building shown in the picture?

- A. to help people study the stars and planets
- B. to allow people to play games and sports
- C. to protect people from groups of wild animals
- D. to store water for people to use during droughts

Part B

Which feature of the building **best** supports the answer to Part A?

- A. the flat area at each level
- B. the base underneath
- C. the stairs on the left
- D. the tower on top

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

Maya Lintel

This picture shows part of an ancient Maya lintel. A lintel is a beam used above a doorway when building. This lintel shows a Maya king, Bird Jaguar IV, in warrior clothing on the right and a person taken as a prisoner in battle on the left. The lintel has glyphs in the top left and bottom right.



Part A

Which accomplishment of the Maya **most closely** relates to the picture?

- A. astronomy
- B. mathematics
- C. agriculture
- D. writing

Part B

Which phrase describes the **most likely** purpose of the picture created by the ancient Maya?

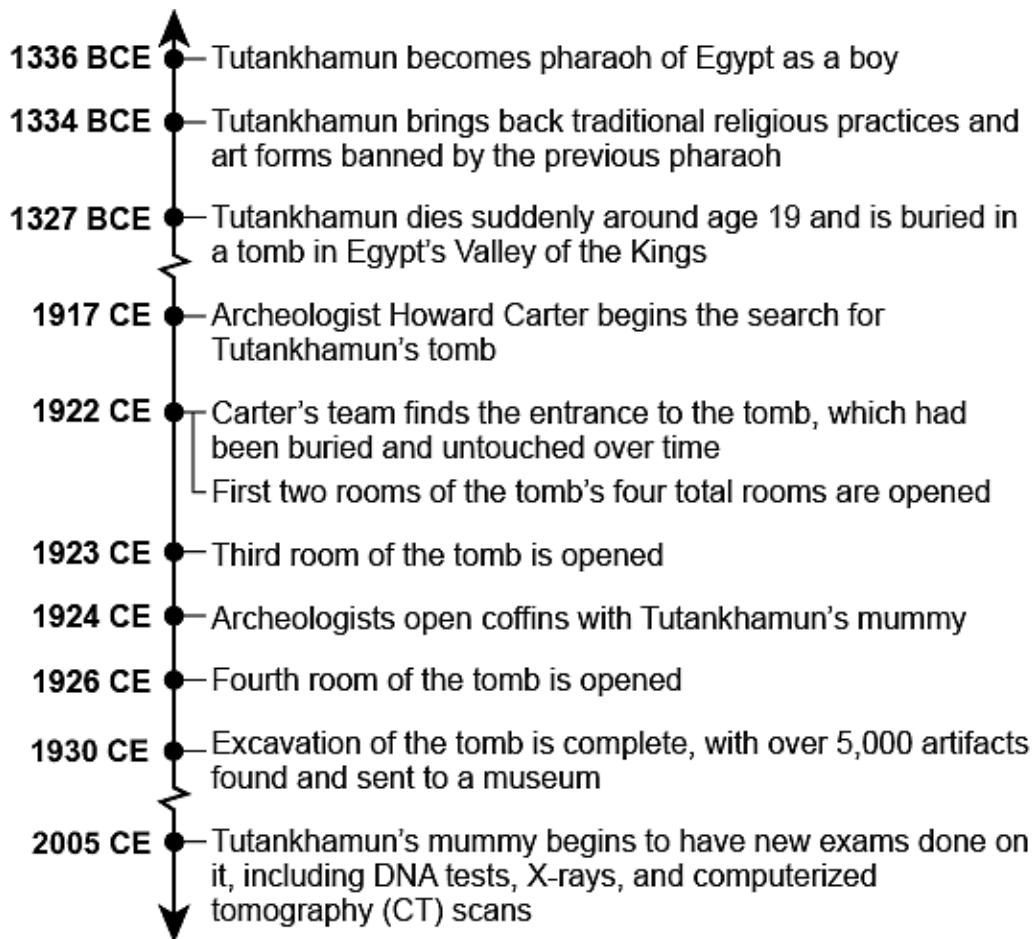
- A. to show the power of the king
- B. to show how kings dressed for war
- C. to honor the life of the prisoner
- D. to honor the completion of the building

Item Set: Tutankhamun

Read and study the sources about King Tutankhamun of ancient Egypt. Then use the sources to answer the questions.

Source 1

Events Related to King Tutankhamun



Source 2

The Discovery of Tutankhamun's Tomb

This picture shows objects in the first room of Tutankhamun's tomb. On the left are wheels and other parts to make a chariot. On the right are long golden couches with heads carved like cows and lions. Furniture and other objects are stored above and below the couches. Boxes, baskets, and jars found in the tomb held various goods. Some had meat, bread, fruit, honey, and drinks. When remembering how he felt when he first looked in the tomb, archeologist Howard Carter said, "at first I could see nothing . . . [then,] details of the room emerged . . . strange animals, statues, and gold — everywhere the glint of gold."



This picture shows the other side of the first room. It held more furniture and boxes that contained Tutankhamun's clothing, shoes, and jewelry. They also found games, instruments, dishes, pottery, shields, and bows and arrows. In the left and right corners are two ka (spirit) statues of Tutankhamun that appear to be standing guard. A clearly rebuilt section of wall is between the two statues. Archeologists carefully removed the wall. Beyond it, they found Tutankhamun's burial room with his mummy. They also found a fourth room with more objects. They included model boats, containers with Tutankhamun's organs, and statues of Egyptian gods.



Source 3

Burial Chamber Wall Art

This picture shows Tutankhamun's burial chamber (room). In the center at the bottom of the picture is a sarcophagus, a stone container for holding a coffin. It was discovered in the third room of Tutankhamun's tomb. Three coffins were inside of the sarcophagus. Tutankhamun's mummy was inside of the final coffin, which was made of gold. The wall to the left is painted with a total of twelve baboons (monkeys). They show a scene from an ancient Egyptian text that tells a story about traveling to the afterlife. Painted on the wall to the right is the Egyptian god Osiris and Tutankhamun, facing one another. They each have their arms open toward the other. Osiris was an Egyptian god of many things, including death and rebirth. Behind Tutankhamun is his ka (spirit), holding an ankh, an Egyptian symbol for the key of life. To the right is the goddess Nut of the heavens and sky, who is also there to welcome Tutankhamun. On the wall above the figures is Egyptian writing with the name of Tutankhamun.



Source 4**Tests on Tutankhamun**

This picture shows researchers with the mummy of Tutankhamun. The mummy is in a computerized tomography (CT) scanner. The scan created three-dimensional pictures of the mummy's bones and tissue. The researchers hoped to learn new information about the pharaoh, including how he died. The scan showed that Tutankhamun did not die of a head injury like some people thought. Pictures did reveal a severe leg break that was unhealed when the pharaoh died. Researchers believe the break could have led to an infection. The pictures showed other bone issues, too. Researchers also did DNA tests on Tutankhamun. Those tests showed that the pharaoh had severe malaria several times. People get the sickness from the bites of diseased mosquitoes. The cause of Tutankhamun's death is still unknown, but researchers have more clues to help solve the mystery.



Source 2: (all images) © Griffith Institute, University of Oxford.

Source 3: robertharding/Alamy.

Source 4: Danita Delimont/Alamy.

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

Which statement **best** describes the discovery of Tutankhamun's tomb?

- A. It was discovered hidden in the desert long after the pharaoh died.
- B. It was discovered by accident during a modern-day building project.
- C. It was discovered using ancient maps showing the location.
- D. It was discovered far away from other royal burial spots.

14. Use **Source 1 and Source 2** to answer the question.

Which statement explains why the discovery of Tutankhamun's tomb was important?

- A. The tomb had more rooms than those of other pharaohs.
- B. Tutankhamun was the first mummy ever found.
- C. Tutankhamun was the longest ruling pharaoh in history.
- D. The tomb was found with nearly all of its original objects inside.

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

Part A

Which conclusion about ancient Egyptian beliefs does Source 3 **best** support?

- A. They believed the gods kept people apart in the afterlife.
- B. They believed the gods greeted people in the afterlife.
- C. They believed the gods gave treasures to people in the afterlife.
- D. They believed the gods granted wisdom to people in the afterlife.

Part B

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

- A. The goddess Nut is near the pharaoh.
- B. Osiris has his arms open to the pharaoh.
- C. The ka (spirit) is following the pharaoh.
- D. The pharaoh is without his family.

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

What was the purpose of mummification by ancient Egyptians?

- A. to protect the body from robbers in the afterlife
- B. to allow the body to be studied by future scientists
- C. to preserve the body for the afterlife
- D. to let the body be buried at a later time

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

Select the **best** answer from each list to complete the sentence about Tutankhamun's tomb and ancient Egypt.

The writing found on the wall in Tutankhamun's burial room was most likely .

cuneiform
hieroglyphics
script
tablets

This suggests that Egypt had special who worked to help prepare tombs.

scribes
servants
teachers
traders

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

Select **two** different discoveries made in Tutankhamun's tomb. Explain how **each** discovery helped people understand civilization in ancient Egypt.

As you write, be sure to fully answer all parts of the prompt using information and examples from your knowledge of social studies.

Answer Key and Rubrics

Group	Question	Type	Key	Points	Alignment
Item Set: Ancient Mesopotamia	1	TE	Circles labeled B and C Scoring Rules <ul style="list-style-type: none"> 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: 4.13a S&P: 4.6
	2	MC	A	1	Content: 4.13b S&P: 4.7
	3	TPD	Part A: C Part B: They could then empty the container into watering systems for crops, drinking or other purposes. See Scoring Guidance .	2	Content: 4.13c S&P: 4.2b
	4	MC	C	1	Content: 4.13e S&P: 4.2a
	5	TE	<u>crop rotation</u> : helped to keep the soil fertile <u>cuneiform</u> : helped to keep records of crop production and trade <u>plow</u> : helped to break apart hard soil <u>wheel</u> : helped to move crops from place to place Scoring Rules <ul style="list-style-type: none"> 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: 4.13c S&P: 4.03
	6	MS	A, D	1	Content: 4.11 S&P: 4.3
	7	CR	See rubric .	4	Content: 4.11 S&P: 4.1
Standalone Items	8	TE	Circle Labeled C	1	Content: 4.19a S&P: 4.6
	9	TE	Key 1: nomadic Key 2: hunting and gathering Scoring Rules <ul style="list-style-type: none"> 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: 4.19c

Group	Question	Type	Key	Points	Alignment
	10	MC	B	1	Content: 4.19d S&P: 4.3
	11	TPD	Part A: A Part B: D See Scoring Guidance .	2	Content: 4.19f S&P: 4.2b
	12	TPI	Part A: D Part B: A See Scoring Guidance .	2	Content: 4.19f S&P: 4.2a
Item Set: Tutankhamun	13	MC	A	1	Content: 4.14d S&P: 4.1
	14	MC	D	1	Content: 4.14d S&P: 4.2c
	15	TPD	Part A: B Part B: B See Scoring Guidance .	2	Content: 4.14c S&P: 4.2b
	16	MC	C	1	Content: 4.14c S&P: 4.3
	17	TE	Key 1: hieroglyphics Key 2: scribes Scoring Rules <ul style="list-style-type: none"> • 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: 4.14e, 4.14b
	18	CR	See Rubric .	4	Content: 4.14 S&P: 4.4, 4.1

Constructed Response Rubric (Ancient Mesopotamia)

Score	Scoring Description
4	Student correctly explains two different ways that advancements in agriculture affected the development of Mesopotamian civilization.
3	Student correctly explains one way that advancements in agriculture affected the development of Mesopotamian civilization. AND Student correctly identifies a second way that advancements in agriculture affected the development of Mesopotamian civilization without explaining it.
2	Student correctly identifies two that advancements in agriculture affected the development of Mesopotamian civilization without explaining either. OR Student correctly explains one way that advancements in agriculture affected the development of Mesopotamian civilization.
1	Student correctly identifies one way that advancements in agriculture affected the development of Mesopotamian civilization without explaining it. OR The response includes correct information related to the prompt that demonstrates some student content knowledge about the development of Mesopotamian civilization.
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 way that advancements in agriculture affected the development of Mesopotamian civilization is the domestication of plants and animals led to food surpluses which allowed Mesopotamian civilization to grow. Another way that advancements in agriculture affected the development of Mesopotamian civilization is the use of the zirigum to water crops on higher land led to food surpluses which allowed Mesopotamia civilization to grow.

Constructed Response Rubric (Tutankhamun)

Score	Scoring Description
4	Student explains how two different discoveries made in Tutankhamun’s tomb helped people understand civilization in ancient Egypt.
3	Student correctly explains how one discovery made in Tutankhamun’s tomb helped people understand civilization in ancient Egypt. AND Student correctly identifies a second discovery made in Tutankhamun’s tomb without explaining it.
2	Student correctly identifies two discoveries made in Tutankhamun’s tomb without explaining either. OR Student correctly explains how one discovery made in Tutankhamun’s tomb helped people understand civilization in ancient Egypt.
1	Student correctly identifies one discovery made in Tutankhamun’s tomb without explaining it. OR The response includes correct information related to the prompt that demonstrates some student content knowledge about Tutankhamun.
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 discovery made in Tutankhamun’s tomb was storage of food such as meat, bread, and honey. This helped us to understand the types of food people in ancient Egypt ate and how they stored their food. Another discovery made in Tutankhamun’s tomb was a painting of twelve monkeys and a painting of the Egyptian god Osiris and Tutankhamun. This helped people to understand the religion in ancient Egypt and that they believed people traveled to the afterlife when they died.

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.

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.