

## Session 2

**Directions:**

Today, you will take Session 2 of the Grade 6 Social Studies Practice Test.

Read each source and question. Then, follow the directions to answer each question. Mark your answers by circling the correct choice. If you need to change an answer, be sure to erase your first answer completely. You may look back at the sources when needed.

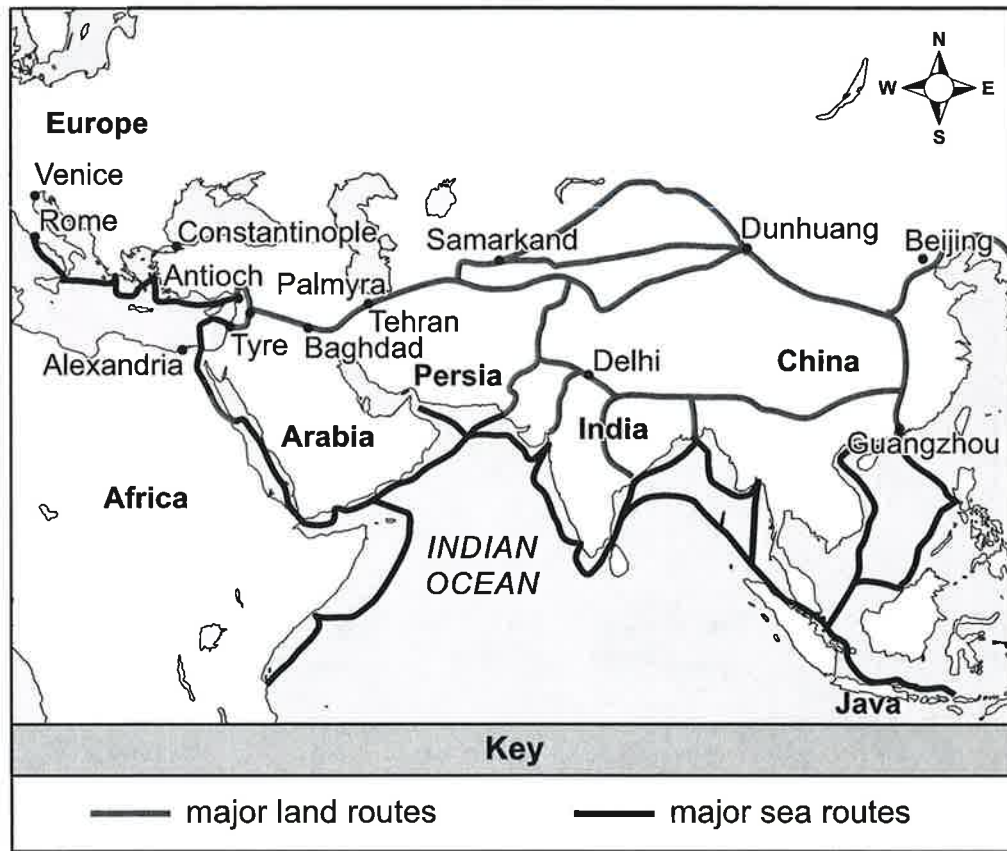
One of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

Read and study the sources about the Silk Road. As you read the four sources, think about how the Silk Road affected the economic and social development of Europe and Asia. After you read the sources, answer the questions.

Source 1

Major Routes of the Silk Road (c. 200 B.C.–A.D. 1450)



Session 2

## Source 2

Excerpt from *The Travels of Marco Polo*

*This excerpt is from a book written by Marco Polo, a merchant from Venice who traveled along the Silk Road to China during the thirteenth century. He wrote about his travels after he returned. In this excerpt, Polo describes how paper money was made in the city of Beijing.*

In this city . . . is the mint<sup>1</sup> of the grand khan<sup>2</sup>. . . . [He produces] money by the following process. He causes bark to be [turned] . . . into paper. . . . When ready for use, he has it cut into pieces of money of different sizes, nearly square, but somewhat longer than they are wide. . . .

[This] paper currency is circulated in every part of the grand khan's dominions<sup>3</sup>; nor dares any person, at the peril<sup>4</sup> of his life, refuse to accept it in payment. All his subjects receive it without hesitation, because . . . they can dispose of it again in the purchase of merchandise . . . such as pearls, jewels, gold, or silver. With it . . . every article may be procured<sup>5</sup>. . . .

All his majesty's armies are paid with this currency, which is . . . of the same value as if it were gold or silver. Upon these grounds, it may certainly be affirmed that the grand khan has . . . more . . . treasure than any other sovereign in the universe.

<sup>1</sup>**mint:** factory where money is produced

<sup>2</sup>**grand khan:** highest emperor

<sup>3</sup>**dominions:** kingdoms

<sup>4</sup>**peril:** risk

<sup>5</sup>**procured:** obtained

Source 3

**A Customs Post on the Silk Road**

This photograph shows an ancient Chinese customs post located near Dunhuang, China. Customs posts were places where traders paid taxes and tariffs on goods.



Source: Wikimedia Commons.

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Source 4

**Excerpt from *Silk Road: Spreading Ideas and Innovations*  
by John Major**

*This excerpt is from an essay written by John Major, a scholar with the Asia Society. In this excerpt, he describes the historical importance of the Silk Road.*

Ideas, inventions, devices and techniques spread readily and far along the Silk Road, and the traffic was . . . a multi-way street. In the process the Silk Road enriched not just the merchants who carried and exchanged goods, but the people of countries and cultures all across Eurasia<sup>1</sup>.

<sup>1</sup>**Eurasia:** Europe and Asia

Source: Excerpt from *Silk Road: Spreading Ideas and Innovations* by John Major. Copyright © 2016 Asia Society. Reprinted by permission of Asia Society.

28. Which statement explains why Roman merchants **most likely** took long journeys along the Silk Road, as shown in Source 1?
- A. The merchants were forced by the Roman Empire to participate in trade along the road.
  - B. The merchants hoped to find new places along the road for the Roman Empire to colonize.
  - C. The merchants were prohibited by law from conducting trade within the Roman Empire.
  - D. The merchants wanted to gain access to goods that were not produced in the Roman Empire.
29. Using Source 2, which statement describes a reason China **most likely** used paper money?
- A. Paper money encouraged people to grow crops that were more valuable.
  - B. Paper money allowed Chinese officials to track the goods that people purchased.
  - C. Paper money provided the Chinese people with a reliable way to pay for goods.
  - D. Paper money was used by the government to make large loans to merchants.
30. Based on Source 3, which statement **best** describes an outcome of the growth of trade along the Silk Road?
- A. China collected taxes from trade caravans traveling along the road.
  - B. China built a series of forts along the road to provide travelers with places to rest.
  - C. China expanded its navy near areas along the road that were close to seacoasts.
  - D. China hired foreign traders to serve as customs officials along the road.

31. Using Source 4, which statement explains why the Han dynasty **most likely** expanded the Silk Road, as shown in Source 1?

- A. The Han dynasty wanted to find countries to conquer and control.
- B. The Han dynasty wanted to increase trade with countries in Europe and Asia.
- C. The Han dynasty's scholars wanted to understand Western philosophies.
- D. The Han dynasty's government officials wanted to adopt democratic principles.

**GO ON TO NEXT PAGE**

32. Based on the sources and your knowledge of social studies, analyze how the Silk Road affected the economic and social development of Europe and Asia.

As you write, follow the directions below.

- Address all parts of the prompt.
- Include information and examples from your own knowledge of social studies.
- Use evidence from the sources to support your response.
- Follow the steps on the Checklist as you write your response.





Lined writing area for student responses.

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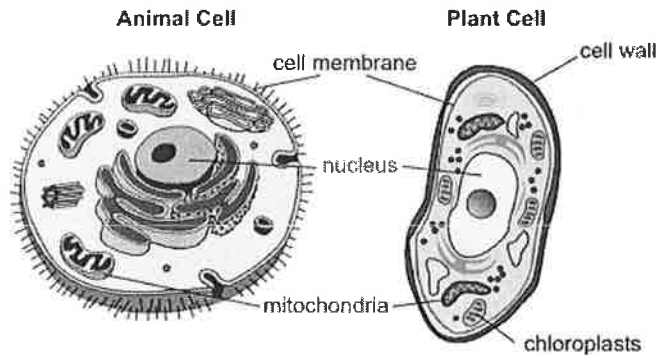
Use the information about organelles and your knowledge of science to answer the questions.

## Organelles

### Organelles

Scientists are designing an investigation to study how each part of a cell affects how the entire cell works. Cells often use specialized structures called organelles. These structures perform very specific functions. The scientists have decided to compare two different types of cells. They will look at different types of cells from different organisms, such as animals and plants. Figure 1 shows the basic structures of animal cells and plant cells.

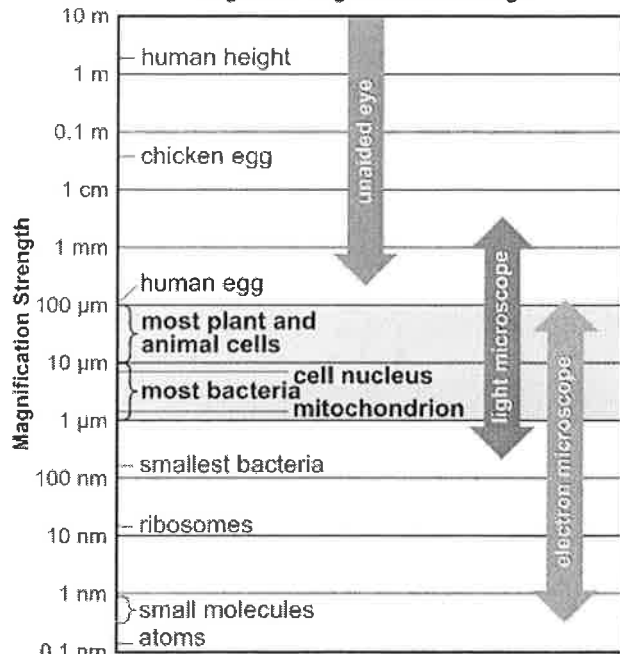
Figure 1. Animal and Plant Cells



Each organelle has a unique role within the cell. Some organelles are used to make energy for the cell. Other organelles can control the growth of the cell. Many organelles, such as the nucleus and mitochondria, also have membranes.

The scientists have identified two instruments that can help them collect data on different cells. They will use a light microscope and an electron microscope. Both instruments will help the scientists see cell details using magnification. Light microscopes use visible light and lenses to magnify images. Electron microscopes use a beam of small particles to help increase the magnification of the images. The magnification strength of each instrument is shown in Figure 2. The figure also shows how the magnification range for both instruments compares to the human eye. Each magnification range includes the sizes of different objects that can be seen within that range.

Figure 2. Magnification Strength



Source: Pearson Education, Inc.

**Q5:** The scientists are planning an experiment using a light microscope to collect data.

Which statement **best** describes how the scientists can identify nonliving samples?

- A** The scientists should look for samples that have objects that look bigger when viewed under the microscope.
- B** The scientists should look for samples that do not have a nucleus or cell membrane when viewed under the microscope.
- C** The scientists should look for samples that have carbon atoms when viewed under the microscope.
- D** The scientists should look for samples that do not have a regular pattern of shapes when viewed under the microscope.

**Q6:** Drag **each** label describing the function of each organelle into the boxes to complete the model of a plant cell.

Each label will be used once.

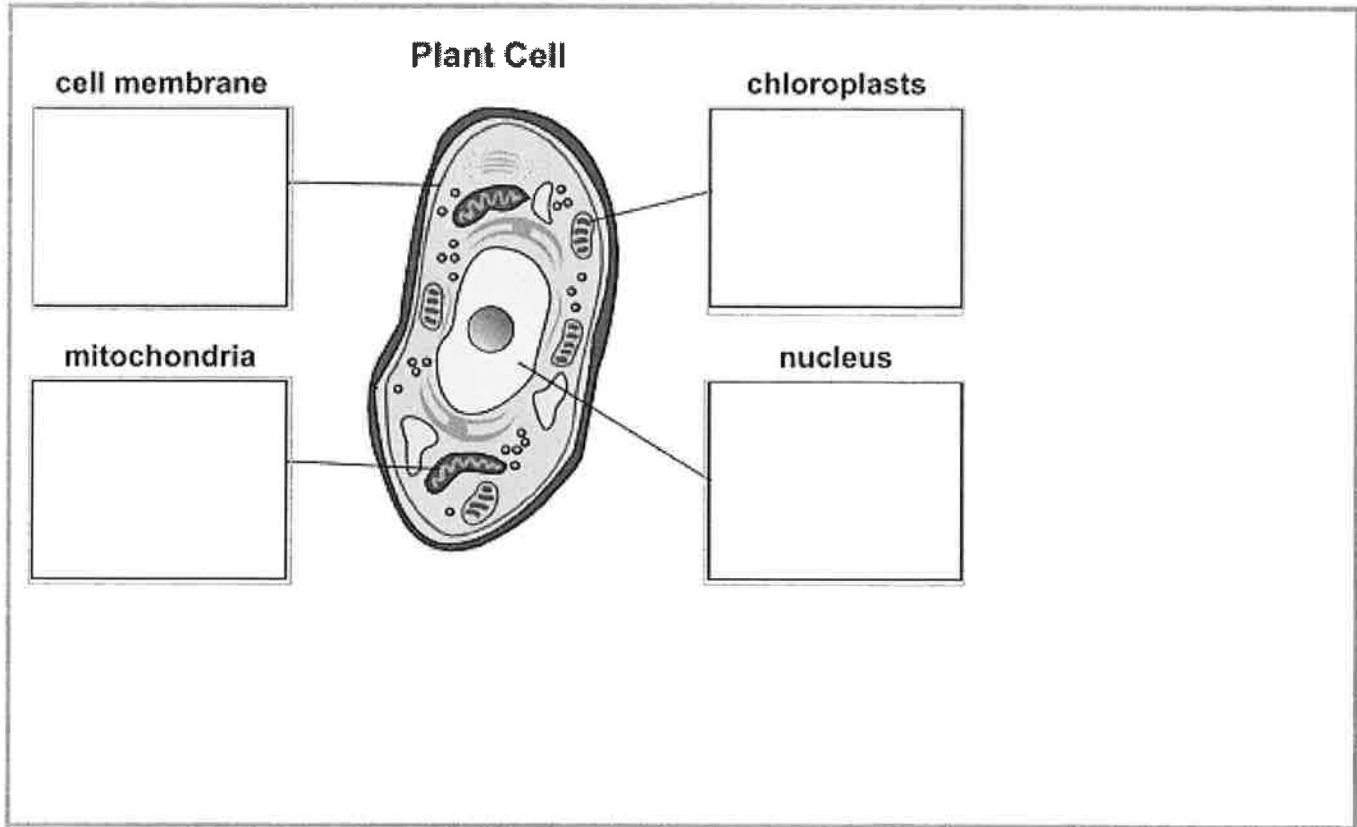
**DRAG DROP VALUES**

converts light energy to chemical energy

controls many cell functions

produces energy for the cell

controls what substances enter and leave cells and organelles



**Q7:** A scientist views different objects using a light microscope. Which features would the scientist most likely see for samples from multicellular organisms?

Select the **three** correct answers.

- A** large cell size
- B** small organelle features
- C** different types of cells
- D** smaller number of cells
- E** cells organized into tissues

**Q8:** The scientists are designing an experiment to study the small, hairlike organelles on the outsides of some cells found in humans. They want to compare the structures of these organelles to cells from other multicellular organisms, such as plants. These organelles can have features with sizes as small as 50 to 100 nanometers (nm).

Use Figure 2 to describe which type of microscope the scientists should use to study the features of the hairlike organelles. Explain **one** possible function for these organelles based on where the organelles are located in the cell model in Figure 1.

#### Graded Rubric

| Criteria        | Rating  |  |   |
|-----------------|---|--|---|
| Criteria Name 1 | Rating 1  | Rating 2   | Rating 3  |
|                 | Student's response correctly describes why the scientists should use an electron microscope AND explains at least one possible function for the hairlike organelles on the outside of some human cells. | Student's response correctly describes why the scientists should use an electron microscope OR explains at least one possible function for the hairlike organelles on the outside of some human cells. | Student's response does <b>not</b> correctly describe why the scientists should use an electron microscope or explain at least one possible function for the hairlike organelles on the outside of some human cells.<br><b>OR</b><br>Student's response is blank, irrelevant, or too brief to evaluate. |

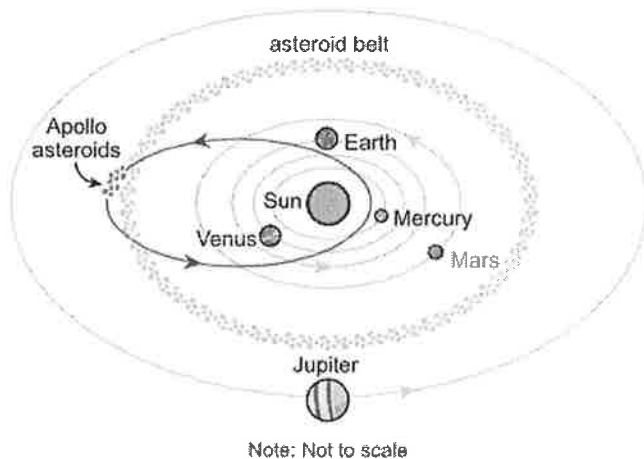
Use the information about asteroids in the solar system and your knowledge of science to answer the questions.

## Asteroids in the Solar System

### Asteroids in the Solar System

Asteroids are rocky objects that orbit the Sun. They can be as small as a meter across or as big as a few hundred kilometers across. Most asteroids have orbits in the asteroid belt, a region located between Mars and Jupiter. Some asteroids, called Apollo asteroids, have orbits that actually cross Earth's orbit. Figure 1 shows the orbits of some Apollo asteroids.

**Figure 1. Apollo Asteroid Orbits**



Scientists monitor Apollo asteroids to predict how close they will come to Earth. A collision of an Apollo asteroid with Earth is extremely unlikely. Nonetheless, the accuracy of these predictions is important because scientists need as much time as possible to plan for a potential asteroid collision. Predicting the exact path of an Apollo asteroid is difficult because nearby planets and other asteroids all have an effect on the asteroid. Table 1 shows the masses of some of the largest objects in the solar system.

**Table 1. Solar System Mass Data**

| Object  | Mass<br>( $\times 10^{24}$ kg) |
|---------|--------------------------------|
| Sun     | 1,988,500.00                   |
| Mercury | 0.33                           |
| Venus   | 4.87                           |
| Earth   | 5.97                           |
| Mars    | 0.64                           |
| Jupiter | 1,898.00                       |

Source: NASA.

Scientists are also studying ways to change the path of an Apollo asteroid to avoid a collision with Earth. One method uses a spacecraft to gently push the asteroid. This can affect the orbital path of the asteroid. This spacecraft method must be used far in advance of a possible impact in order to be successful.

**Q9:** Which observation from Figure 1 can **best** be used as evidence to support the claim that the Sun has a gravitational pull on asteroids in the solar system?

- A** Most of the asteroids in the solar system are between Jupiter and the Sun.
  - B** All of the planets and asteroids in the solar system orbit around the Sun.
  - C** Apollo asteroids have orbits closer to the Sun than other asteroids in the solar system.
  - D** Only the planets with the largest masses in the solar system orbit around the Sun.
- 

**Q10:** Based on Figure 1, select the correct answer from each drop-down menu to complete the sentence.

As Apollo asteroids approach Earth, the  of Earth can affect the  of the asteroids.

a.

- rotation
- atmosphere
- mass
- shape

b.

- shape
  - orbit
  - mass
  - gravity
-



**Q11: Part A**

Based on evidence in Figure 1 and Table 1, which planet has the **greatest** effect on the orbit of most asteroids?

- A Mercury
- B Earth
- C Mars
- D Jupiter

**Part B**

Which property of the planet identified in the answer to Part A has the **greatest** effect on an asteroid?

- A the shape of the planet's orbit
  - B the planet distance from the Sun
  - C the mass of the planet
  - D the size of the planet's orbit
-

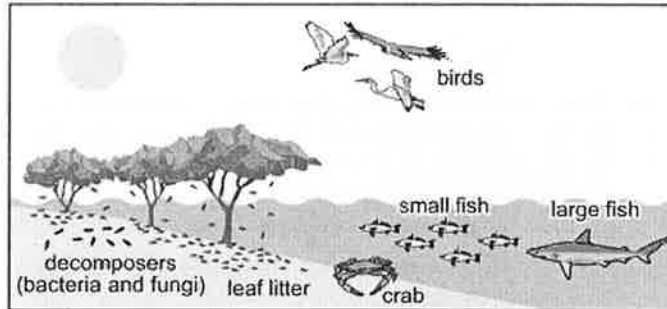
**Q12:** Scientists must consider many factors when using a spacecraft to change the path of asteroids traveling close to Earth. Using Figure 1, describe how the force of gravity from Earth could affect nearby Apollo asteroids and explain how the effect of Earth's gravity could change the orbital motion of an Apollo asteroid.

**Graded Rubric**

| Criteria                        | Rating   |   |   |
|---------------------------------|--|---|---|
| Criteria Name 1<br><br>asteroid | <b>Rating 1</b><br><br>Student's response correctly describes how the force of gravity from Earth could affect nearby Apollo asteroids AND correctly explains how the effect of Earth's gravity could change the orbital motion of an Apollo asteroid. | <b>Rating 2</b><br><br>Student's response correctly describes how the force of gravity from Earth could affect nearby Apollo asteroids OR correctly explains how the effect of Earth's gravity could change the orbital motion of an Apollo asteroid. | <b>Rating 3</b><br><br>Student's response does <b>not</b> correctly describe how the force of gravity from Earth could affect nearby Apollo asteroids or correctly explains how the effect of Earth's gravity could change the orbital motion of an Apollo asteroid.<br><br><b>OR</b><br>Student's response is blank, irrelevant, or too brief to evaluate. |

**Q13: Use the information and your knowledge of science to answer the question.**

Mangroves are small trees and shrubs that often grow in coastal areas near the Equator. Mangrove trees can even survive in salt water, with roots and trunks that grow below the surface of the water. Mangrove forest ecosystems support a large number of different organisms, as shown in the model.



Based on the model, which changes would most likely increase the flow of energy through the mangrove forest ecosystem?

Select the **two** correct answers.

- A** an increase in the number of decomposers
- B** a decrease in the amount of sunlight
- C** an increase in the amount of leaf litter
- D** an increase in the number of birds
- E** a decrease in the number of mangrove trees

**Q14: Use the information and your knowledge of science to answer the question.**

Student is designing an experiment to test how different types of surfaces affect the size of the force needed to move an object. The student will use a spring scale to measure the size of the force needed to drag a brick across different flat surfaces.

Drag the correct label into **each** box in the table to identify the independent variable, dependent variable, and control variable in the experiment.

Not all labels will be used.

**DRAG DROP VALUES**

height of flat surface

size of the force needed to move brick

surface material

mass of brick

|                             |  |
|-----------------------------|--|
| <b>Independent Variable</b> |  |
| <b>Dependent Variable</b>   |  |
| <b>Control Variable</b>     |  |

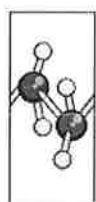
**Q15: Use the information and your knowledge of science to answer the questions.**

Crude oil, also known as petroleum, is a liquid that is found within the earth. This liquid can be refined to form products such as gasoline, rubber, and different plastics. The oil is made up of different types of hydrocarbon molecules, which often contain repeating units of hydrogen and carbon atoms. The hydrocarbon molecules removed from crude oil can then be used to produce other large molecules.

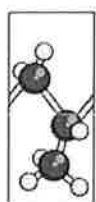
**Part A**

Select the molecule pieces from the drop down that should go into the blank boxes that **best** complete the partial model of the two molecules formed from hydrocarbon molecules.

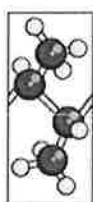
Each molecule piece may be used more than once. Not all molecule pieces will be used.



Piece 1

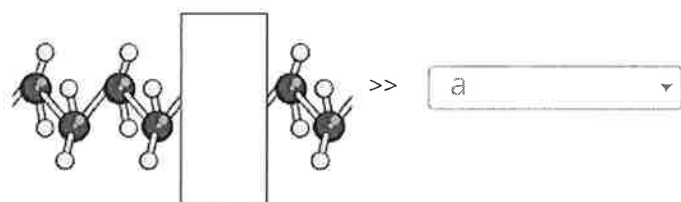


Piece 2

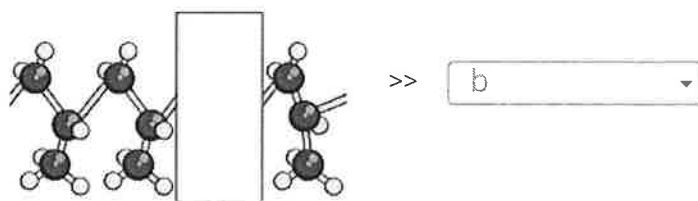


Piece 3

**Molecule 1**



**Molecule 2**



**Part B**

Which structural feature of the two molecules **best** explains the answer to Part A?

- A** Both molecules should contain carbon and hydrogen atoms.
- B** The arrangement of carbon and hydrogen atoms should repeat in a regular pattern.
- C** The hydrogen atoms should be smaller than the carbon atoms.
- D** The number of hydrogen atoms should be greater than the number of carbon atoms.

a.

|                       |         |
|-----------------------|---------|
| <input type="radio"/> | piece 1 |
| <input type="radio"/> | piece 2 |
| <input type="radio"/> | piece 3 |

b.

|                       |         |
|-----------------------|---------|
| <input type="radio"/> | piece 1 |
| <input type="radio"/> | piece 2 |
| <input type="radio"/> | piece 3 |

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