

# Kentucky Summative Assessments



## Grade 5 Social Studies Released Items 2022



1

SS0520017\_1

This source is about the impact of World War II in Kentucky.

World War II was fought from 1939 to 1945. The two sides were the Allies (led by the United States, the Soviet Union, and the United Kingdom) and the Axis Powers (led by Germany, Japan, and Italy). Most of the countries in the world were affected by the conflict.

During World War II, the Axis Powers controlled the countries that made the most rubber. This meant that the United States was unable to get the rubber it needed to make military supplies. U.S. leaders decided to build several rubber factories in Louisville. After the war, private businesses bought the factories and continued to use them to make many types of materials.

—based on Paul Wendt, “The Control of Rubber in World War II,” *Southern Economic Journal*, January 1947

Which long-term impact **most likely** resulted from these events?

- A** The number of people living in cities increased.
- B** The amount of taxes collected decreased.
- C** The number of people working on farms increased.
- D** The size of local governments decreased.



2

SS0520026\_3

Which statement **best** compares transportation in colonial Kentucky and modern Kentucky?

- A** Travel was easier on roads during the Colonial Era than it is in modern Kentucky.
- B** There were more ways to move goods during the Colonial Era than there are in modern Kentucky.
- C** It is easier to move goods around modern Kentucky than it was during the Colonial Era.
- D** Roads are less expensive to build in modern Kentucky than they were during the Colonial Era.

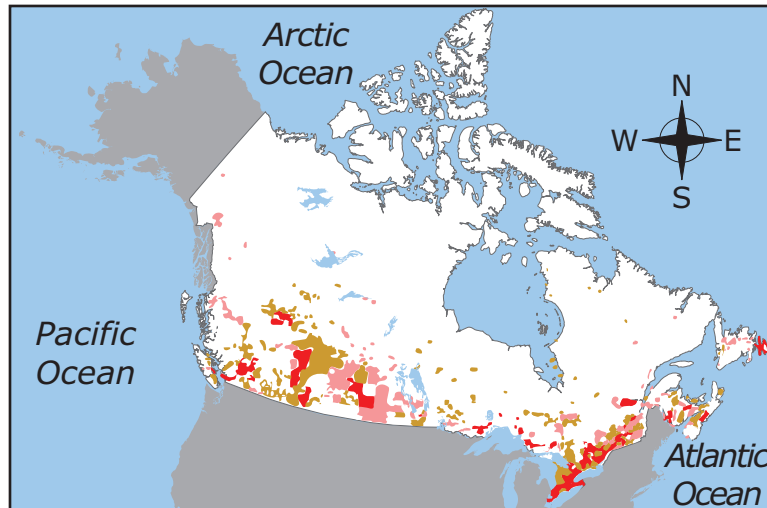


3

SS0520083\_1

This map shows where people lived in Canada in 2014.

### Population of Canada, 2014



KEY	
Population (thousands)	
□	= 0-20
■	= 21-40
■	= 41-99
■	= 100 or more

Source: Government of Canada

Which claim **best** answers the supporting question “Why do people in Canada live where they do?”

- A** The southern region of Canada has the best climate for growing food.
- B** The eastern region of Canada has the most cultural diversity.
- C** The western region of Canada has the best economic centers.
- D** The northern region of Canada has the most fertile soil.



SS0520043\_IN

**Analyze each source and then answer the questions that follow.**

**While you are analyzing the sources, think about the compelling question “How do beliefs affect actions?”**

### **Introduction**

The United Society of Believers was a religious group that started in England in 1747. Some people called them Shakers because they would dance and shake during worship. In 1774, a woman named Ann Lee, or Mother Ann, led a group of eight Shakers to America. They arrived in New York nine months before the American Revolution began. Even though many people distrusted the Shakers because of their beliefs and practices, Mother Ann gained new followers. By the mid-1800s, more than 5,000 people in the United States were Shakers.

Analyze these sources about the Shakers in order to investigate the compelling question “How do beliefs affect actions?”

### **Shaker Communities in the United States, 1787–1896**



• Shaker community



SS0520043\_S1

**Source 1**

This source, which includes a drawing and an excerpt, is about Shaker worship.

**Shaker Worship, Mount Lebanon,  
New York, c. 1830**



Library of Congress

The men . . . all entered at the same door, and took their seats on the right side of the building. The women entered at another door, and occupied seats on the left side of the house; they wore uniform simple dresses. . . . The spectators were arranged on benches against the wall. . . .

. . . Men, women, and children, old and young, Black and White, began to dance . . . ; all advancing and retiring three or four steps, and at every turn of the tune, whirling around with three steps.

—Elkanah Watson, describing his visit to the Shaker community at Mount Lebanon, New York, in August 1790

**Source 2**

This source has three texts about the teachings of Mother Ann Lee.

You must forsake<sup>1</sup> . . . marriage. . . .

Take good care of what you have. Provide places for your things, so that you may know where to find them, at any time, by day or by night . . . ; and be kind to the poor and needy.

—Mother Ann Lee, as quoted in *Testimonies of the Life, Character, Revelations, and Doctrines of Mother Ann Lee*, 1888

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1 forsake - reject

The Shaker communities have remained true to the ideas of peace taught by Mother Ann. They have refused to fight during wars. They view all men as brothers.

—based on Anna White and Leila S. Taylor, *Shakerism: Its Meaning and Message*, 1904

Our founder Mother Ann said, “Hands to work, hearts to God.” So for us work is worship.

—Brother Arnold Hadd, as quoted in “The Shakers,” *Religion & Ethics Newsweekly*, March 18, 2011



SS0520043\_S3

### Source 3

This source is about rules established by the Shaker leaders Father Joseph Meacham and Mother Lucy Wright. They became co-leaders of the Shakers in the 1780s.

- Shakers must live in their own communities, apart from other people.
- All Shaker communities must follow the same rules.
- Members should refer to one another as “Brother” or “Sister.”
- Male and female members must not walk past one another on the stairs.
- Boys and girls must attend school during different seasons.
- A member must get permission to travel outside the community.
- Leaders must approve all letters written or received by members.

Source: “Law and Order: Rules for Living a Shaker Life,” Hancock Shaker Village, 2018





SS0520043\_S4

**Source 4**

This source is about Shaker furniture.

Shaker furniture was simple and well made. Many beds in the 1800s had tall posts. The Shakers believed that tall posts wasted wood, and so their beds had short posts. The Shakers also changed the design of a common type of chair. They made it lighter and more comfortable. Shakers also sold furniture to people outside their communities. These pieces are highly valued, and modern furniture makers often copy the Shaker style.

—based on “Shaker Style,” National Park Service, 2018



**Source 5**

This source is about the seed business in Shaker communities. It includes a list and an excerpt.

**Important Steps in the Seed Business for Kentucky Shakers**

1. Decide which vegetables to grow for seeds
2. Plant the seeds and tend the garden
3. Harvest the vegetables for seeds
4. Clean the seeds
5. Cut and fold paper into packets to hold the seeds
6. Print information about the seeds on each packet
7. Make boxes to display the seed packets for sale
8. Travel to market to sell the seeds

Source: Julia Neal, *The Kentucky Shakers*, 1982

At Mount Lebanon between 1834 and 1840 nearly one million bags were cut, printed, and filled with seed. . . .

Small inventions . . . made an important contribution to saving labor and speeding up production. The Shakers figured out that it was quicker to cut a number of pieces of paper . . . with the whack of a chisel than to try and cut them out individually with knife or scissors.

—“Making All Those Seed Packets,” Shaker Museum - Mount Lebanon, July 25, 2018



SS0520043\_S6

**Source 6**

This timeline shows some events in U.S. and Shaker history.

1775—The American Revolution begins. Many Patriots do not trust the Shakers because Mother Ann opposes war.

1780—Mother Ann and some of her followers are jailed in New York because of their beliefs.

1781—Mother Ann seeks converts in New England. She and her followers are mistreated because of their beliefs.

1783—The Treaty of Paris officially ends the American Revolution.

1784—Mother Ann dies.

1796—Father Joseph Meacham dies, and Mother Lucy Wright becomes sole leader of the Shakers.

1805—Shakers from New York travel to Kentucky and gain three Kentuckians as followers.

1811—Shakers at Pleasant Hill, Kentucky, accept Black people as equal members of the community.

1817—Shakers free enslaved people within their communities. The Shakers also begin purchasing enslaved people in order to free them.

1821—Mother Lucy dies.

Source: "About the Shakers," *The Shakers: Hands to Work, Hearts to God*, Public Broadcasting Service, 2020; "History + Restoration," Shaker Village, 2020; Joseph Manca, "The Shakers and the American Revolution," *Journal of the American Revolution*, August 12, 2015; and Shaker Museum, Mount Lebanon, 2018



4

SS0520043\_01\_3

Which statement **best** shows the relationship between supply and demand?

- A** Shakers built boxes that displayed the seed packets they sold.
- B** Shakers developed tools for chopping that made work easier to do.
- C** Shakers grew vegetables for seeds that they expected people to buy.
- D** Shakers designed furniture that modern manufacturers copy.

6

SS0520043\_06\_4,1

Which information shows that the Shakers developed special skills in order to earn income? Select **two** answers.

- A** They built comfortable chairs.
- B** They kept rooms neat.
- C** They demonstrated dances.
- D** They packaged seeds.
- E** They wore simple clothing.

5

SS0520043\_04\_1

How do the drawing and the excerpt in Source 1 provide information about Shaker traditions?

- A** By showing that Shaker women and men were separated during worship
- B** By showing that Shaker women and men worshipped in silence
- C** By showing that Shaker women and men worshipped outside
- D** By showing that Shaker women and men wore fancy clothes during worship



7

SS0520043\_07

Decide whether each description is about early Shaker communities in New England, early Shaker communities in Kentucky, or both. Choose **one** selection for each description.

Description	New England	Kentucky	Both
Had communities started by Mother Ann	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Earned income from farming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Depended upon rules for order	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had communities in frontier territory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



8

SS0520043\_08

Read the question carefully. Then enter your answer in the space provided.

Using your knowledge of life in the past and life today, answer the following supporting question.

Supporting question: How is life for Kentuckians today both similar to and different from life for the early Shakers in America?

In your response, use evidence from multiple sources to support the claim. Sources used may include the introduction. Explain your answer in **at least** two sentences.





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