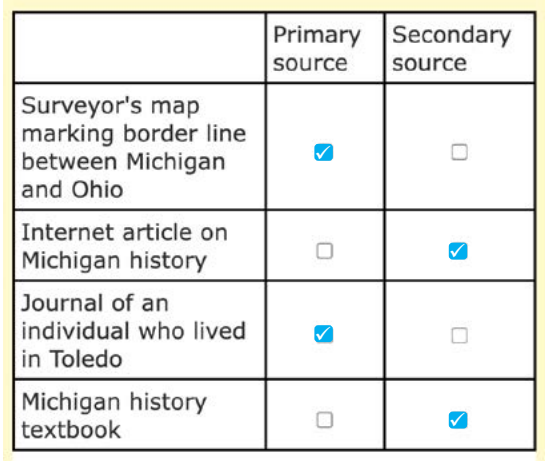
Key for M-STEP Grade 5 Social Studies Online Tools Training (OTT) Sample Items

Item #	Content Standard	Key	Explanation
1	4H3.0.5.v19	**C.** making furniture	Compares major Michigan economic activity today with that same/related activity in the past.
2	3H3.0.2.v19		Uses primary and secondary sources.
3	3H3.0.8.v19	**B.** The people of the area vote in Michigan, follow Michigan laws, and are served by Michigan courts. **C.** In fact, the surveyors even proved the Toledo Strip to be part of Michigan as it lies north of an east-west line drawn from the southern tip of Lake Michigan.	Shows how ideas and actions of individuals affected Michigan history pre-statehood.

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Item #	Content Standard	Key	Explanation
4	3H3.0.9.v19	**A.** Michigan had to write a state constitution. **C.** Michigan had to compromise with Ohio over the issue of Toledo.	Describes how Michigan attained statehood.
5	3H3.0.10.v19	Michigan was explored by the French. Michigan became part of the Northwest Territory of the United States. Michigan fought with Ohio over the Toledo Strip. Michigan became a state.	Sequences major events in early Michigan history.
6	4C5.0.2.v19	**A.** forming a group to clean up the park **E.** signing a petition for the city to clean up the park	Identifies some civic responsibilities of citizenship.

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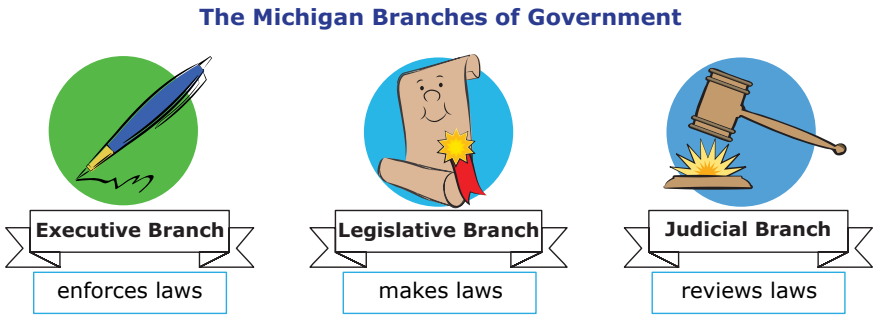
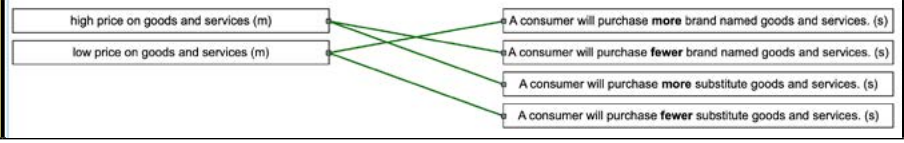
Item #	Content Standard	Key	Explanation
7	4C2.0.2.v19	**C.** Bethany wrote a letter to the editor of the newspaper to state her opinion about the new law. **E.** Bethany and others organized a protest in front of city hall, demanding that the skateboard law be changed.	Identifies how rights guaranteed by the Constitution are involved in everyday situations.
8	3C3.0.3.v19		Shows understanding of the powers related to each branch of state government.
9	3C1.0.1.v19	promotes the common good	Shows a purpose of Michigan state government.
10	4C2.0.1.v19	**C.** to protect individual rights of people	Identifies constitutional limits checks and balances and separation of powers.
11	4E1.0.4.v19		Compares price changes to consumer purchasing decisions.

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<table>
<tr><th>Item #</th><th>Content Standard</th><th>Key</th><th>Explanation</th></tr>
<tr><td>12</td><td>4E1.0.8.v19</td><td>B. a highway

D. a city park</td><td>Identifies products in a market economy that are public goods.</td></tr>
<tr><td>13</td><td>4E1.0.6.v19</td><td>B. Ticket prices will go up because of increased demand.</td><td>Identifies how competition influences cost of tickets.</td></tr>
<tr><td>14</td><td>5U2.1.1.v19</td><td>B. There were many large cotton and tobacco plantations in the Southern colonies.</td><td>Recognizes large plantations were a significant geography development in the history of the Southern colonies.</td></tr>
<tr><td>15</td><td>5U2.1.2.v19</td><td>religious freedom

fishing and whaling</td><td>Distinguishes developments in the New England colonies from other colonies.</td></tr>
<tr><td>16</td><td>5U2.3.2.v19</td><td>
<table>
<tr><th></th><th>New England Colonies</th><th>Middle Colonies</th><th>Southern Colonies</th></tr>
<tr><td>Large cotton and tobacco plantations</td><td>☐</td><td>☐</td><td>☑</td></tr>
<tr><td>Lumbering and shipbuilding</td><td>☑</td><td>☐</td><td>☐</td></tr>
<tr><td>Farmers growing wheat and corn</td><td>☐</td><td>☑</td><td>☐</td></tr>
</table>
</td><td>Shows daily life comparisons of the colonies.</td></tr>
</table>

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<table>
<tr><th>Item #</th><th>Content Standard</th><th>Key</th><th>Explanation</th></tr>
<tr><td>17</td><td>5U1.1.2.v19</td><td>
<table>
<tr><th>Indigenous Peoples of the Southwest</th><th>Indigenous Peoples of the Pacific Northwest</th></tr>
<tr><td>irrigation farming</td><td>wooden homes</td></tr>
<tr><td>cotton clothing</td><td>cedar bark clothing</td></tr>
<tr><td>corn, beans, squash</td><td>totem pole</td></tr>
</table>
</td><td>Uses knowledge of Eastern Woodlands to identify the differences from other Indigenous groups.</td></tr>
<tr><td>18</td><td>5U3.3.1.v19</td><td>states

collect taxes</td><td>Identifies powers of government during the period of the Articles of Confederation.</td></tr>
<tr><td>19</td><td>3G4.0.1.v19</td><td>B. mining

D. tourism

E. hunting/fishing</td><td>Identifies economic activities related to natural resources found in Michigan.</td></tr>
</table>

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Item #	Content Standard	Key	Explanation
20	4G2.0.1.v19	<table><tr><th></th><th>mountain ranges and forests</th><th>rolling hills and fertile soil</th><th>deserts, plateaus, and sparse vegetation</th></tr><tr><td>Midwest region</td><td>☐</td><td>☑</td><td>☐</td></tr><tr><td>Southwest region</td><td>☐</td><td>☐</td><td>☑</td></tr><tr><td>Pacific Northwest region</td><td>☑</td><td>☐</td><td>☐</td></tr></table>	Compares how United States is divided into different geographical regions.
21	3G5.0.1.v19	**D.** They build dams to control water flow and generate electricity.	Identifies modification of the physical environment in Michigan.