

Student Name: _____

Practice Test

Grade 3 • Social Studies



Student Test Booklet

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Directions:

Today you will be taking a practice test which covers what you read in the *Focus on Ohio Standards* social studies books. Three different types of questions appear on this test—multiple choice, short answer, and extended response.

When you take this test, remember these important things:

1. Read each question carefully. Think about what is being asked. Look carefully at illustrations, graphs, or diagrams. They provide important information for the questions.
2. When questions ask you to write an answer, use a pencil. Write neatly and clearly in the space provided in the Answer Document. Do not write any answers in the Student Test Booklet as they will not be counted toward your score.
3. Multiple-choice questions are worth one point. Short-answer questions are worth two points. Extended-response questions are worth four points.
4. For multiple-choice questions, completely shade in the circle next to your choice in the Answer Document. Shade only one answer choice for each question. If you change an answer, erase it completely.
5. If you are stuck on a question, go on to the next question. Return to that question after answering the remaining questions.
6. Check over your work when you are finished.

Social Studies

1. Use these events to create a time line in your **Answer Document**.
(2 points)

1836 National Road reaches Columbus.

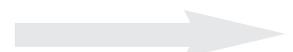
1797 Franklinton is first settled.

1803 Ohio becomes a state.

1831 Ohio Canal links Columbus with Lake Erie.

1815 Columbus has 700 residents.

2. During our nation's early history, what tended to help a city grow?
 - A. Transportation to the city improved.
 - B. Housing in the city became hard to find.
 - C. Wealthy people who lived in the city wanted more living space.
 - D. After cars were invented, people could live outside the city and drive to work.



3. Why did so many German people settle in Cincinnati?
 - A. They could have freedom of religion there.
 - B. Cincinnati celebrates many German holidays.
 - C. They came to help build the roads and canals.
 - D. The Miami and Erie Canal near this city reminded them of the Rhine River.

4. Why do so many Cuban people live in Miami, Florida?
 - A. Cuban explorers helped settle Florida long ago.
 - B. The Cubans' ancestors were taken prisoner during the Spanish-American War.
 - C. The Cubans set up a colony in Florida soon after the British set up their colonies on the East Coast.
 - D. The Cubans came to escape problems with their government back home.

5. What was true of German settlement in Ohio?
 - A. They mostly settled near Lake Erie and worked in the steel mills.
 - B. They settled near Polish immigrants, who were also new to this nation.
 - C. They quickly blended in with the people who already lived here.
 - D. Two world wars slowed their acceptance by others.

Social Studies

6. How are the Polish and the Somali communities in Ohio the same?
- A. They have both lived here for at least 100 years.
 - B. They both came here to escape war in their homeland.
 - C. They both include many people who are Islamic.
 - D. They both settled in the Columbus area.
7. How are the Asian and the Mexican communities in the United States the same?
- A. They both first settled in Los Angeles.
 - B. Large groups of both lived in the United States before our nation formed.
 - C. Both groups tend to settle with others from their culture.
 - D. They both settled in the northern region of the United States.

8. A map of the National Road is shown.



Why does the National Road run east and west instead of north and south?

- A. Mountains made it too hard for the road to run north and south.
- B. The National Road was built to link Ohio's canals.
- C. The National Road was built to help people get from the East Coast to the "western" states.
- D. People were not interested in traveling to Lake Erie or the Ohio River.

9. If you travel west on the National Road from Columbus, what would you reach first?

- A. West Jefferson
- B. Route 40
- C. Newark
- D. Norwich

Social Studies

10. Westville has limited funds to repair its roads and bridges. This year, its commissioners decide to repair the big potholes in Route 1. They will wait until next year to repair Second Street and replace the Oak Street Bridge.

What is the town's opportunity cost?

- A. the repair of Route 1
 - B. the replacement of the Oak Street Bridge
 - C. the repair of Route 1 and the replacement of the bridge
 - D. the repair of Second Street and the replacement of the bridge
11. When Westville was smaller, one crew of workers fixed potholes in the roads, repaired its three traffic lights, and planted flowers in the park. Every Wednesday, these same workers drove a truck from house to house, picking up the trash. Now Westville has a separate department for each of these tasks.

Why was this change important to this town?

- A. Competition encourages people to work harder.
 - B. When workers specialize, they become skilled and do a better job.
 - C. Westville no longer has to pay an opportunity cost.
 - D. Now Westville needs fewer workers.
12. Now two companies provide phone service to the town of Westville.

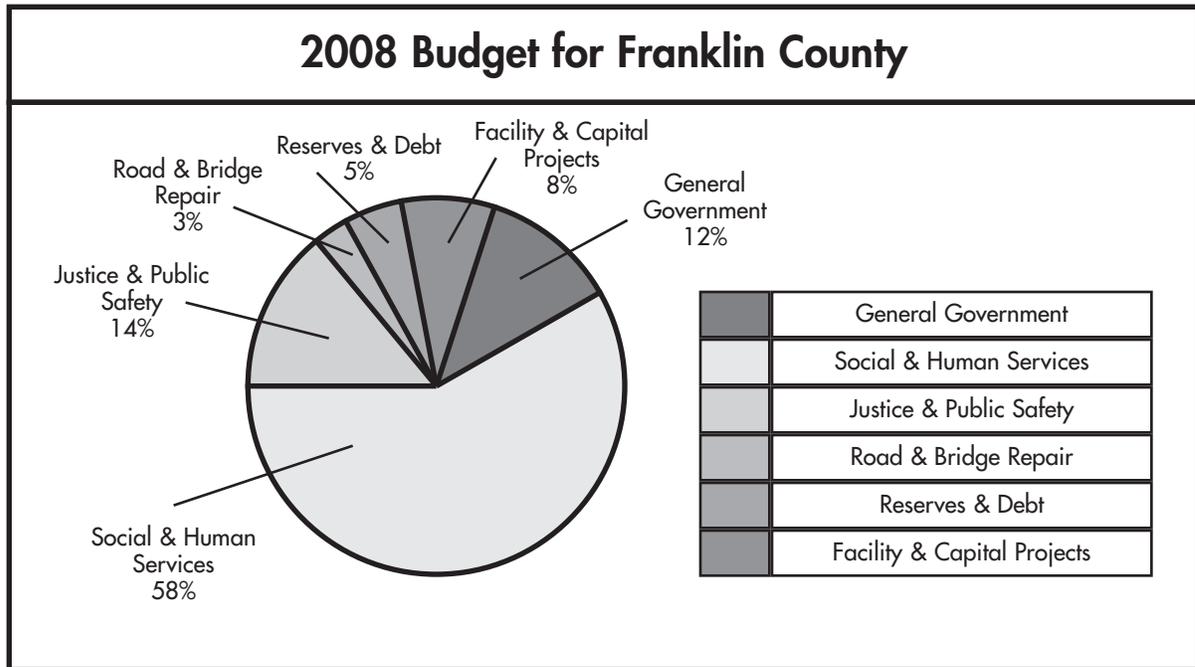
In your **Answer Document**, explain how this competition affects both the people who live there and the phone companies. (2 points)

13. We pay several kinds of taxes, which are used to provide a number of things.

In your **Answer Document**, name three kinds of taxes that people pay and six things that are paid for with these taxes. Then explain why you think some people complain about paying taxes. Suggest a way to help these people understand the need for taxes. (4 points)

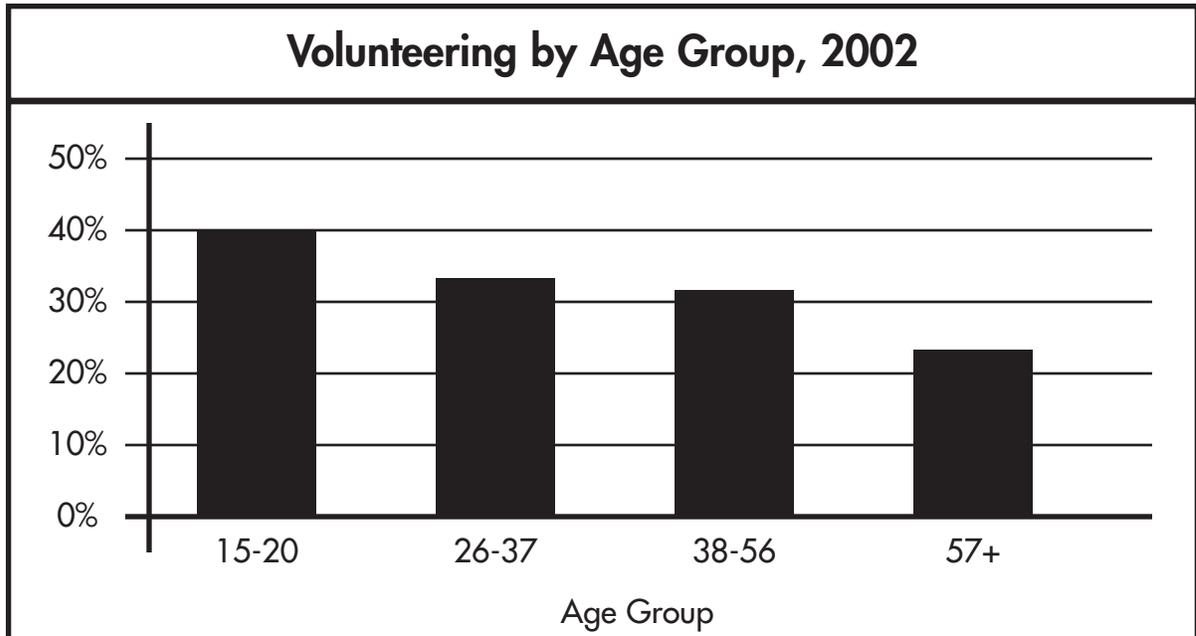
Social Studies

14. This circle graph shows how Franklin County uses the taxes and other money it receives to provide services. "Capital Projects" are new buildings. "Reserves and Debt" means saving some money for emergencies and paying off loans.



- Where is the biggest part of the county budget spent?
- A. Paying police officers and firefighters
 - B. Paying county commissioners and other government leaders
 - C. Paying for programs to help families and job seekers
 - D. Replacing old government buildings and adding new ones
15. Based on this budget, the county is not responsible for—
- A. providing the court system.
 - B. fixing potholes.
 - C. providing day care.
 - D. supporting the schools.

16. This graph shows how many people in each age group volunteer. Remember that percent means how many people out of 100 do something. On this graph, 20% means that 20 people out of 100 volunteer.



- Which age group has the greatest percentage of volunteers?
- A. 15–25
 - B. 26–37
 - C. 38–56
 - D. 57+
17. What can you conclude, based on this graph?
- A. As people get older, they volunteer more.
 - B. Approximately one third of all age groups volunteer.
 - C. About half of people in all age groups volunteer.
 - D. We need more young people to volunteer.

Social Studies

18. Kyle is trying to start a recycling program in his school, but few other students are helping. To help his community, he needs to—
- A. compromise.
 - B. show compassion.
 - C. persist in meeting his goal.
 - D. give up and try again next year.
19. Several ducks live on a pond near Cara's house. When the ducks cross a street to reach another pond, cars sometimes hit them. Cara would like to solve this problem. What should be her next step?
- A. List ways to solve this problem.
 - B. Identify the problem.
 - C. Choose the best solution and try it out.
 - D. Think about how each possible solution might work out.



Student Name: _____

Practice Test

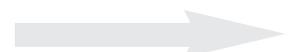
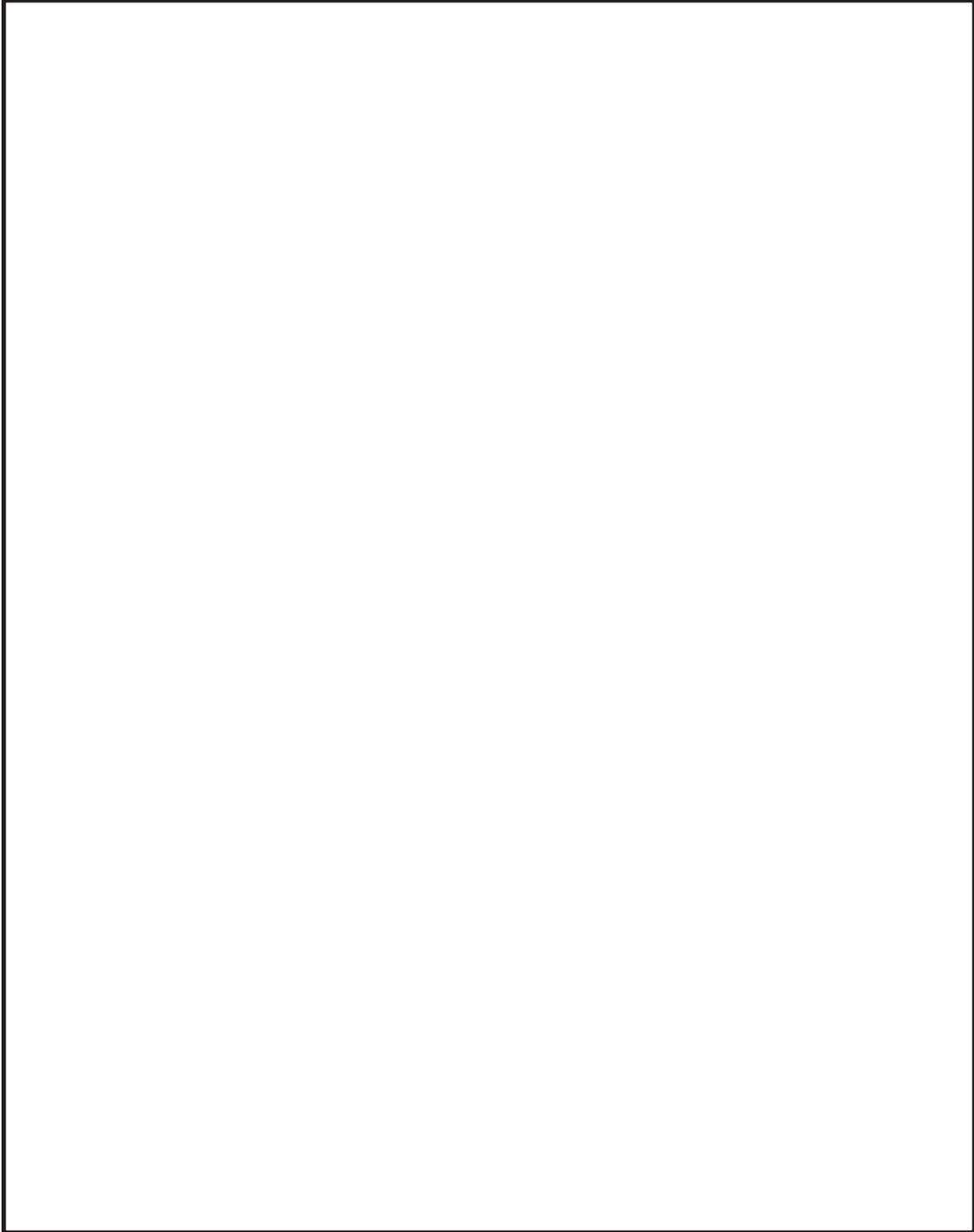
Grade 3 • Social Studies



Answer Document

Social Studies

1. Create your time line in the space below.



2. (A) (B) (C) (D)

3. (A) (B) (C) (D)

4. (A) (B) (C) (D)

5. (A) (B) (C) (D)

6. (A) (B) (C) (D)

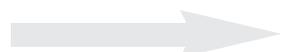
7. (A) (B) (C) (D)

8. (A) (B) (C) (D)

9. (A) (B) (C) (D)

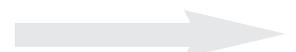
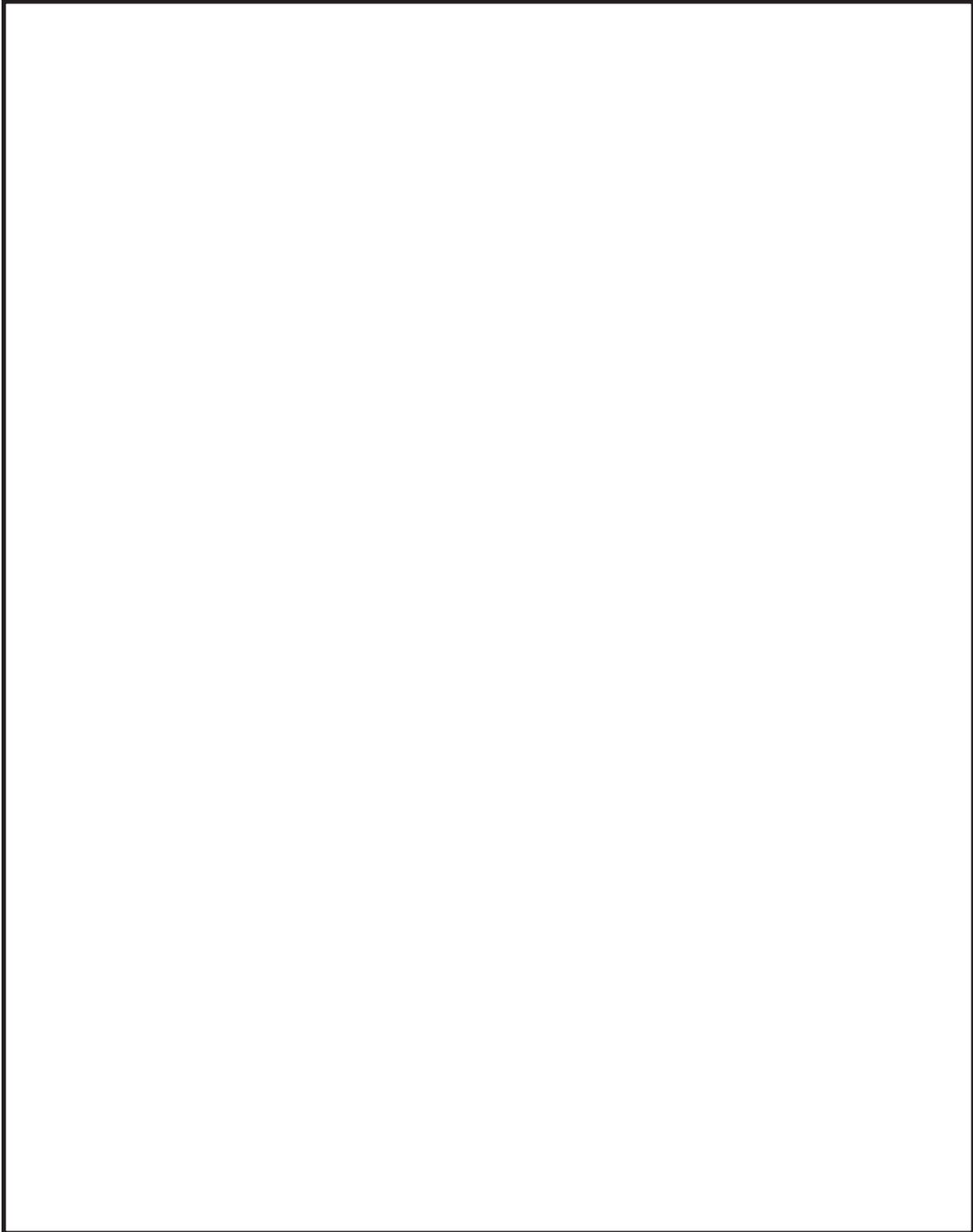
10. (A) (B) (C) (D)

11. (A) (B) (C) (D)

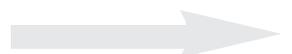
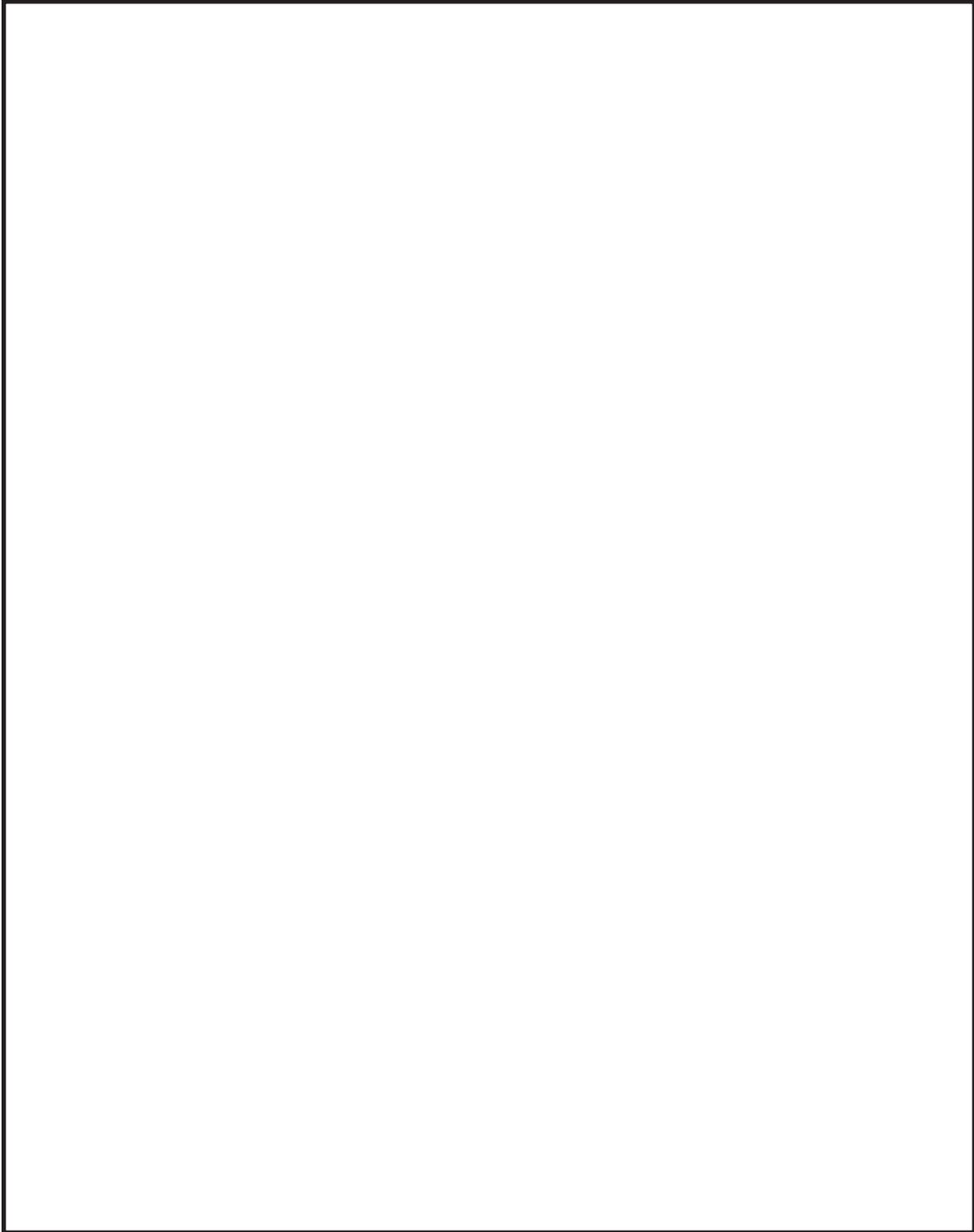


Social Studies

12. Write your response to question 12 in the space below.



13. Write your response to question 13 in the space below.



Social Studies

14. (A) (B) (C) (D)

15. (A) (B) (C) (D)

16. (A) (B) (C) (D)

17. (A) (B) (C) (D)

18. (A) (B) (C) (D)

19. (A) (B) (C) (D)



Practice Test

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Answer Key and
Benchmarks Covered



Question 1 • Grade 3: History
Short Answer

Benchmark A: Construct time lines to demonstrate an understanding of units of time and chronological order.

Grade-Level Indicator: Chronology 2: Place local historical events in sequential order on a time line.

Scoring Guidelines

Points	Student Response
2 pts	Student places all five events in chronological order: Exemplar Response 1797 Franklinton is first settled. 1803 Ohio becomes a state. 1815 Columbus has 700 residents. 1831 Ohio Canal links Columbus with Lake Erie. 1836 National Road reaches Columbus.
1 pt	Student places four of the events in chronological order.
0 pts	Student places three or fewer events in chronological order.



Question 2 • Grade 3: History
Multiple Choice

Benchmark C: Explain how new developments led to the growth of the United States.

Grade-Level Indicator: Growth 3. Describe changes in the community over time including changes in: a. Businesses; b. Architecture; c. Physical features; d. Employment; e. Education; f. Transportation; g. Technology; h. Religion; i. Recreation.

Correct Response: A. Transportation to the city improved.

Question 3 • Grade 3: People in Societies
Multiple Choice

Benchmark B: Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.

Grade-Level Indicator: Interaction 3. Describe settlement patterns of various cultural groups within the local community.

Correct Response: C. They came to help build the roads and canals.

Question 4 • Grade 3: People in Societies
Multiple Choice

Benchmark B: Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.

Grade-Level Indicator: Interaction 3. Describe settlement patterns of various cultural groups within the local community.

Correct Response: D. The Cubans came to escape problems with their government back home.



Question 5 • Grade 3: People in Societies

Multiple Choice

Benchmark B: Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.

Grade-Level Indicator: Interaction 3. Describe settlement patterns of various cultural groups within the local community.

Correct Response: D. Two world wars slowed their acceptance by others.

Question 6 • Grade 3: People in Societies

Multiple Choice

Benchmark B: Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.

Grade-Level Indicator: Interaction 3. Describe settlement patterns of various cultural groups within the local community.

Correct Response: B. They both came here to escape war in their homeland.

Question 7 • Grade 3: People in Societies

Multiple Choice

Benchmark A: Compare practices and products of North American cultural groups.

Grade-Level Indicator: Cultures 2. Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world.

Correct Response: C. Both groups tend to settle with others from their culture.



Question 8 • Grade 3: Geography
Multiple Choice

Benchmark D: Analyze ways that transportation and communication relate to patterns of settlement and economic activity.

Grade-Level Indicator: Location: 1. Use political maps, physical maps and aerial photographs to ask and answer questions about the local community.

Correct Response: C. The National Road was built to help people get from the East Coast to the “western” states.

Question 9 • Grade 3: Geography
Multiple Choice

Benchmark A: Use map elements or coordinates to locate physical and human features of North America.

Grade-Level Indicator: Location 3. Read and interpret maps by using the map title, map key, direction indicator and symbols to answer questions about the local community.

Correct Response: A. West Jefferson

Question 10 • Grade 3: Economics
Multiple Choice

Benchmark A: Explain the opportunity costs involved in the allocation of scarce productive resources.

Grade-Level Indicator: Scarcity and Resource Allocation 1.

Define opportunity cost and give an example of the opportunity cost of a personal decision.

Correct Response: D. the repair of Second Street and the replacement of the bridge



Question 11 • Grade 3: Economics
Multiple Choice

Benchmark B: Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services.

Grade-Level Indicator: Production, Distribution, and Consumption 4.
Explain the advantages and disadvantages of specialization and the division of labor to produce items.

Correct Response: B. When workers specialize, they become skilled and do a better job.

Question 12 • Grade 3: Economics
Short Answer

Benchmark C: Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.

Grade-Level Indicator: Markets 7. Identify examples of economic competition in the local community.

Scoring Guidelines

Points	Student Response
2 pts	<p>Student explains how competition affects both consumers and producers.</p> <p>Exemplar Response Competition affects residents by giving them a choice of producers. They can compare products and choose the plan that fits their needs, which might also be the less expensive plan. Competition affects the companies by forcing them to keep their expenses low so they can keep their prices low. The companies must also provide good customer service and create new products to keep people from turning to their competitor.</p>
1 pt	<p>Student accurately explains how competition affects the residents OR how it affects the companies.</p>
0 pts	<p>Student's answer is not clear or missing.</p>



Question 13 • Grade 3: Government
 Extended Response

Benchmark A: Identify the responsibilities of the branches of the U.S. government and explain why they are necessary.

Grade-Level Indicator: Role of Government 4. Identify goods and services provided by local government, why people need them and the source of funding (taxation).

Scoring Guidelines

Points	Student Response
4 pts	<p>Student correctly names three sources of tax money and six services funded by taxes. Student also explains why some people complain about taxes and suggests a positive way to respond to these complaints.</p> <p>Exemplar Response The main taxes are sales, income, and property. Services funded by taxes include schools, libraries, police, firefighters, other emergency services, parks, courts, government, snow removal, and street repair. I think some people complain about taxes because they don't realize how their taxes are used. (OR They think they pay more than their share. OR They think other people do not pay their fair share. OR They do not like how government leaders are spending their tax money.) People might stop complaining if they realized how their taxes are used to make their lives safer and easier.</p> <p>Other answers should be considered when accompanied by logical reasoning.</p>
3 pts	<p>Student correctly names at least eight of the nine items requested but does not clearly explain why some people complain about taxes or suggest a positive response to these complaints.</p>
2 pts	<p>Student correctly names at least six of the nine items requested and does not address the second part of the question.</p>
1 pt	<p>Student names at least five of the nine items requested and does not address the second part of the question.</p>
0 pts	<p>Student demonstrates no understanding or states, "I don't know."</p>



Question 14 • Grade 3: Social Studies Skills and Methods
Multiple Choice

Benchmark A: Obtain information from a variety of primary and secondary sources using the component parts of the source.

Grade-Level Indicator: Thinking and Organizing 4. Read and interpret pictographs, bar graphs and charts.

Correct Response: C. Paying for programs to help families and job seekers

Question 15 • Grade 3: Social Studies Skills and Methods
Multiple Choice

Benchmark B: Use a variety of sources to organize information and draw inferences.

Grade-Level Indicator: Thinking and Organizing 4. Read and interpret pictographs, bar graphs and charts.

Correct Response: D. supporting the schools.

Question 16 • Grade 3: Social Studies Skills and Methods
Multiple Choice

Benchmark A: Obtain information from a variety of primary and secondary sources using the component parts of the source.

Grade-Level Indicator: Thinking and Organizing 4. Read and interpret pictographs, bar graphs and charts.

Correct Response: A. 15–25



Question 17 • Grade 3: Social Studies Skills and Methods
Multiple Choice

Benchmark B: Use a variety of sources to organize information and draw inferences.

Grade-Level Indicator: Thinking and Organizing 4. Read and interpret pictographs, bar graphs and charts.

Correct Response: B. Approximately one third of all age groups volunteer.

Question 18 • Grade 3: Citizenship Rights and Responsibilities
Multiple Choice

Benchmark A: Explain how citizens take part in civic life in order to promote the common good.

Grade-Level Indicator: Participation 2. Demonstrate effective citizenship traits including: a. Civility; b. Respect for the rights and dignity of each person; c. Volunteerism; d. Compromise; e. Compassion; f. Persistence in achieving goals; g. Civic-mindedness.

Correct Response: C. persist in meeting his goal.

Question 19 • Grade 3: Social Studies Skills and Methods
Multiple Choice

Benchmark D: Use problem-solving skills to make decisions individually and in groups.

Grade-Level Indicator: Problem Solving 6. Use a problem-solving/ decision-making process which includes: a. Identifying a problem; b. Gathering information; c. Listing and considering options; d. Considering advantages and disadvantages of options; e. Choosing and implementing a solution.

Correct Response: A. List ways to solve this problem.



Answer Key

Multiple choice answers are 1 point

1. Short Answer (2 points)
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D
11. A B C D
12. Short Answer (2 points)
13. Extended Response (4 points)
14. A B C D
15. A B C D
16. A B C D
17. A B C D
18. A B C D
19. A B C D

