

Student Name: _____

Practice Test

Grade 4 • 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. Below is a list of times when large groups of immigrants settled in Ohio.

In your Answer Document, create a time line that shows when each group arrived. Put the groups in order and show the correct amount of time (distance) between each entry. (2 points)

1820s Germans come to help build the canals.

1950s Large groups come from Puerto Rico, Mexico, and Cuba.

1740s Europeans first discover Ohio.

1870s Southern and eastern Europeans arrive in Cleveland.

1840s Many Irish settle in Ohio to avoid famine back home.

2. How did a glacier affect human settlement in Ohio?

- A. A glacier forced mammoths into Ohio, and hunters followed them.
- B. A glacier formed rich soil, so plants grew well and animals came to eat them.
- C. A glacier formed large mounds, which early settlers used in ceremonies.
- D. Early groups carved villages out of a glacier.

3. Why do Ohio's Till Plains provide better farmland than the Appalachian Plateau?
 - A. The Till Plains cover most of western Ohio.
 - B. The plateau has mineral deposits, oil, and gas.
 - C. The glacier did not reach this plateau.
 - D. This plateau rises above the land around it.

4. Which human action below has not changed Ohio's geography?
 - A. clearing land to make pastures
 - B. filling in swamps to build houses
 - C. building dams to produce electricity
 - D. studying how wetlands help control flooding

5. How did settlement patterns change during Ohio's early history?
 - A. Hunter-gatherers were first, followed by farmers.
 - B. Farmers were first, followed by hunter-gatherers.
 - C. The first groups lived in mounds, while later groups lived in tents.
 - D. The first groups set up permanent villages with walls to protect their people.

Social Studies

6. What difficult decision faced Native Americans as British and French traders and settlers and American colonists moved into Ohio?
- A. which group to let live on their land
 - B. which group would help them get rid of the other groups
 - C. which group would pay them the most for their furs
 - D. which group would take the best care of the land
7. What if the canals had never been built in Ohio? What, if anything, would have changed in our state?
- A. The National Road would have run from north to south instead of east to west.
 - B. People would have used the rivers to ship goods from Lake Erie to the Ohio River.
 - C. Some towns would not have become cities.
 - D. Little about our history would have changed.
8. How did the Northwest Ordinance help Ohio become a state?
- A. This law allowed Ohio to choose whether its citizens could have slaves.
 - B. This law served as the constitution for our new state.
 - C. This law set Ohio's first capital in Marietta.
 - D. This law determined when Ohio could choose its own legislature.

9. Several Ohio inventors improved transportation in our state and across the nation. For example, Granville Woods invented—
- A. a way for trains to send and receive messages.
 - B. batteries for electric cars and a submarine.
 - C. electric starters for cars.
 - D. traffic signals.
10. What was the most important contribution of the early German, Irish, and Scottish immigrants to Ohio?
- A. They helped to improve our transportation system.
 - B. They worked in the steel mills in northeast Ohio.
 - C. They developed the coal mines in southeast Ohio.
 - D. They set up farms that helped feed the first settlers.
11. Both the ancient Paleo-Indians and the French explorers came to Ohio—
- A. to find freedom of religion.
 - B. to farm the land.
 - C. to take advantage of its resources and move on.
 - D. to set up villages that would grow into small towns.

Social Studies

12. What was one result of the Treaty of Greenville?
- A. It divided Ohio into parcels of 640 acres.
 - B. It set aside land for Virginia soldiers who had fought in the Revolutionary War.
 - C. It set up a plan for governing the territory that included Ohio.
 - D. It forced the remaining Indians in our state to move to northwestern Ohio.
13. For many years, Ohio's economy has depended on manufacturing, especially the auto industry. What major problem does the auto industry face now?
- A. Specialization: Many auto plants produce only two or three models of a car or truck.
 - B. Competition: Auto plants in other nations are producing cheaper cars.
 - C. Opportunity cost: Many workers in the auto industry means fewer people to farm the land.
 - D. Division of labor: Many auto workers are trained to complete only one step in assembling a car.
14. Imagine that every worker in Ohio helps to produce or sell cars and trucks.

In your **Answer Document**, name four problems our state would face. (4 points)

15. In your **Answer Document**, describe the main responsibility of the legislative branch of Ohio's government and the structure of this branch. Then explain the responsibilities of citizens relating to this branch. (2 points)
16. Why does Ohio have a state constitution?
- A. to give us basic rights, such as the freedom of speech
 - B. to prevent the national government from taking away our rights
 - C. to make sure that one branch of our government does not have too much power
 - D. to make sure that one branch of our government cannot reverse the decisions of another branch
17. Which of these is not an important responsibility of American citizens?
- A. having freedom of speech
 - B. going to school and learning all you can
 - C. obeying traffic laws
 - D. voting for wise leaders

Social Studies

18. This chart shows the top agricultural products, or exports, that Ohio sells to other nations.

Ohio's Top Five Agricultural Exports in 2006	
soybeans and products made from soybeans	\$565 million
feed grains and related products	\$368 million
wheat and related products	\$215 million
live animals and meat	\$54 million
vegetables	\$62 million
dairy products	\$49 million

Each farmer has a limited supply of land. If farmers use their land to grow soybeans, what is their opportunity cost?

- A. the cost of planting and harvesting the soybeans
 - B. the cost of paying their workers
 - C. the cost of the land itself
 - D. the income they might get from growing grains or raising animals
19. Let's say that a group of Ohio farmers wants to increase their export of dairy products. They decide to sell these products for three cents less a pound than dairy farmers in other nations. What risk are these farmers taking?
- A. that dairy products will become the top agricultural export in Ohio
 - B. that people in other nations will drink more milk
 - C. that an increase in sales will make up for the drop in price
 - D. that they will have enough productive resources of land and labor

Student Name: _____

Practice Test

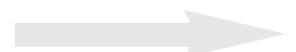
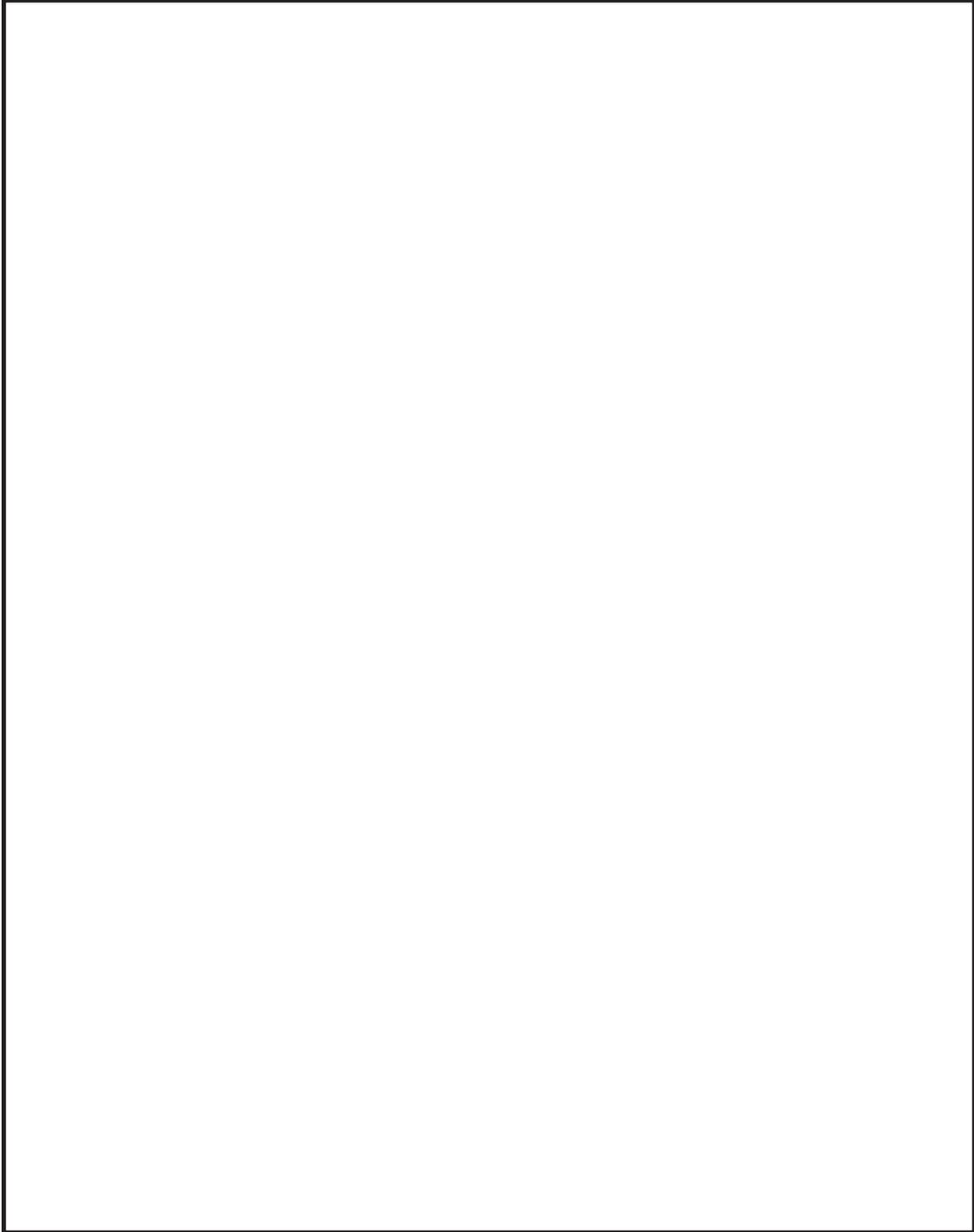
Grade 4 • Social Studies



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)

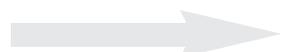
9. (A) (B) (C) (D)

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

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

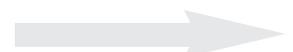
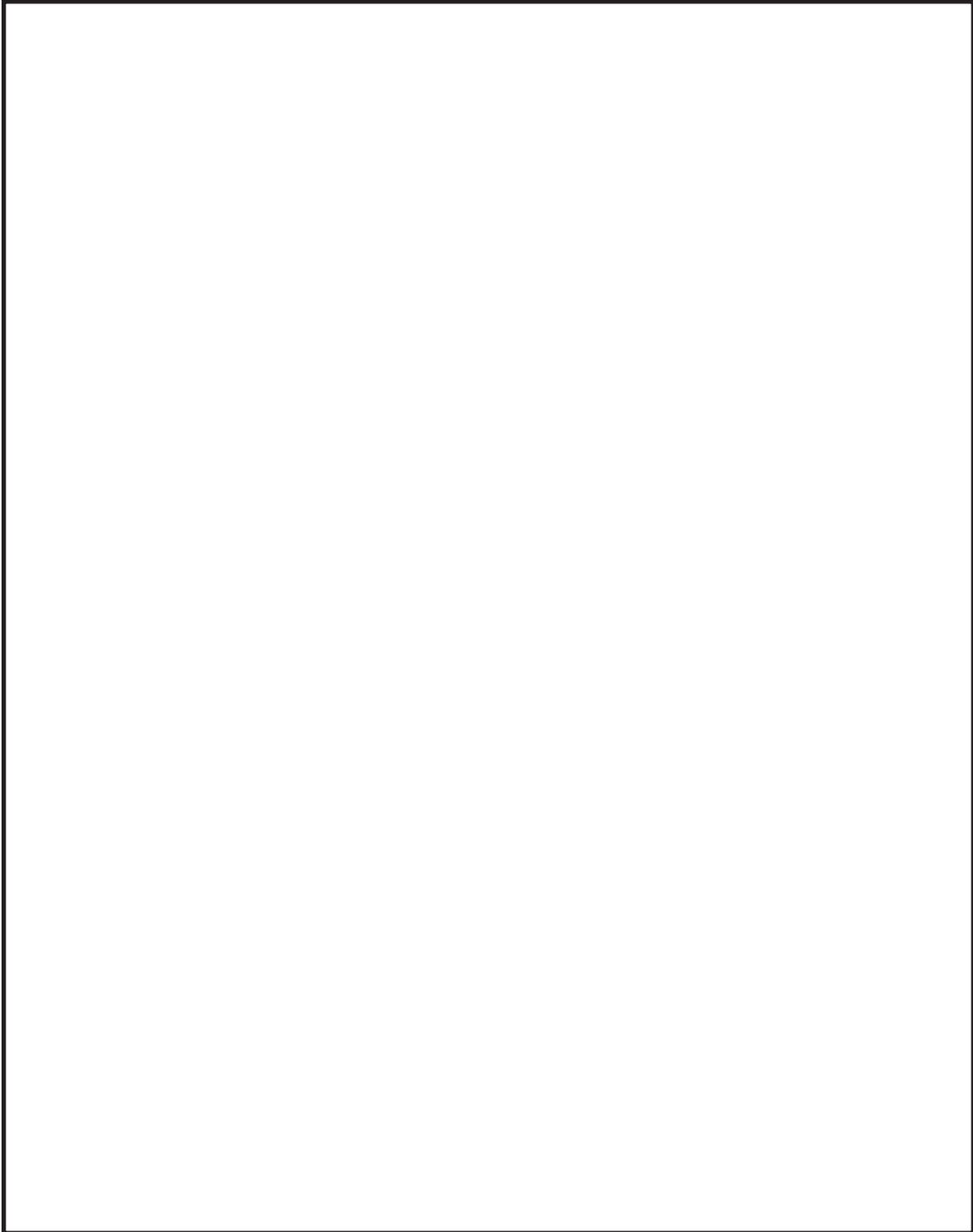
12. (A) (B) (C) (D)

13. (A) (B) (C) (D)

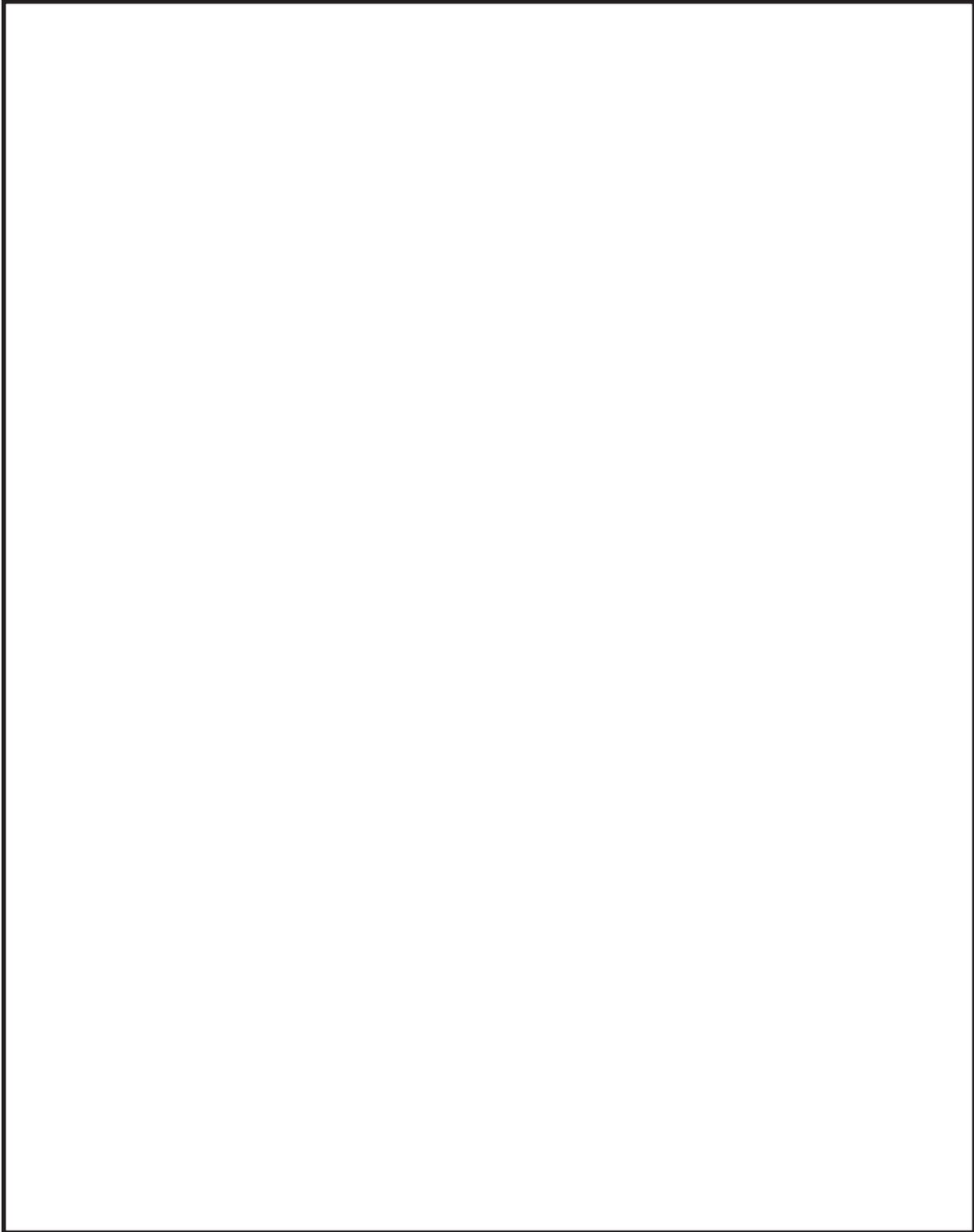


Social Studies

14. Write your response to question 14 in the space below.



15. Write your response to question 15 in the space below.



Social Studies

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 4: History
Short Answer

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

Grade-Level Indicator: Chronology 1. Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.

Scoring Guidelines

Points	Student Response
2 pts	<p>Student places all five events in chronological order and shows the correct spacing between the entries. The biggest gaps should be between the first two entries and the last two.</p> <p>Exemplar Response 1740s Europeans first discover Ohio. 1820s Germans come to help build the canals. 1840s Many Irish settle in Ohio to avoid famine back home. 1870s Southern and eastern Europeans arrive in Cleveland. 1950s Large groups come from Puerto Rico, Mexico, and Cuba.</p>
1 pt	<p>Student places all of the events in chronological order but spaces all entries an equal distance apart.</p>
0 pts	<p>Student places four or fewer events in chronological order and uses equal spacing between the entries.</p>



Question 2 • Grade 4: Geography
Multiple Choice

Benchmark C: Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.

Grade-Level Indicator: Human Environmental Interaction 8: Identify how environmental processes (i.e. glaciation and weathering) and characteristics (landforms, bodies of water, climate, vegetation) influence human settlement and activity in Ohio.

Correct Response: B. A glacier formed rich soil, so plants grew well and animals came to eat them.

Question 3 • Grade 4: Geography
Multiple Choice

Benchmark B: Identify the physical and human characteristics of places and regions in North America.

Grade-Level Indicator: Places and Regions 5: Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio.

Correct Response: C. The glacier did not reach this plateau.

Question 4 • Grade 4: Geography
Multiple Choice

Benchmark C: Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.

Grade-Level Indicator: Human Environmental Interaction 9: Identify ways that people have affected the physical environment of Ohio including:
a. Use of wetlands; b. Use of forests; c. Building farms, towns, and transportation systems; d. Using fertilizers, herbicides and pesticides; e. Building dams.

Correct Response: D. studying how wetlands help control flooding



Question 5 • Grade 4: History
Multiple Choice

Benchmark B: Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.

Grade-Level Indicator: Settlement 2: Describe the earliest settlements in Ohio including those of prehistoric people.

Correct Response: A. Hunter-gatherers were first, followed by farmers.

Question 6 • Grade 4: 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 2: Describe the impact of the expansion of European settlements on American Indians in Ohio.

Correct Response: B. which group would help them get rid of the other groups



Question 7 • Grade 4: History/Geography

Multiple Choice

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

Grade-Level Indicator: Growth 5: Explain how canals and railroads changed settlement patterns in Ohio and Ohio's economic and political status in the United States.

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

Grade-Level Indicator: Places and Regions 7: Explain how resources, transportation and location influenced the development of cities and industries in Ohio including major industries such as oil, steel, rubber and glass.

Correct Response: C. Some towns would not have become cities.

Question 8 • Grade 4: History

Multiple Choice

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

Grade-Level Indicator: Growth 4: Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance.

Correct Response: D. This law determined when Ohio could choose its own legislature.



Question 9 • Grade 4: History

Multiple Choice

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

Grade-Level Indicator: Growth 6: Explain the importance of inventors such as the Wright Brothers, Charles Kettering, Garrett Morgan, Granville Woods and Thomas Edison.

Correct Response: A. a way for trains to send and receive messages.

Question 10 • Grade 4: People in Societies

Multiple Choice

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

Grade-Level Indicator: Cultures 1: Describe the cultural practices and products of various groups who have settled in Ohio over time: a. The Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell) and Late Prehistoric Indians (Fort Ancient); b. Historic Indians of Ohio; c. European immigrants; d. Amish and Appalachian populations; e. African-Americans; f. Recent immigrants from Africa, Asia and Latin America.

Correct Response: A. They helped to improve our transportation system.

Question 11 • Grade 4: 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: Explain the reasons people came to Ohio including: a. Opportunities in agriculture, mining and manufacturing; b. Family ties; c. Freedom from political and religious oppression.

Correct Response: C. to take advantage of its resources and move on.



Question 12 • Grade 4: 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 2: Describe the impact of the expansion of European settlements on American Indians in Ohio.

Correct Response: D. It forced the remaining Indians in our state to move to northwestern Ohio.

Question 13 • Grade 4: Economics
Multiple Choice

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

Grade-Level Indicator: Markets 6: Explain why many jobs in Ohio depend on markets in other countries and why Ohio is a market for goods and services from other countries.

Correct Response: B. Competition: Auto plants in other nations are producing cheaper cars.



Question 14 • Grade 4: Economics
Extended Response

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: Markets 5: Explain why people in Ohio specialize in what they produce and then trade with others, which then increases the amount of goods and services available.

Scoring Guidelines

Points	Student Response
4 pts	<p>Student correctly describes four problems our state would face,</p> <p>Exemplar Response Our state would face having to import all of our food, clothing, toys, computers, and other products from other states or nations; having no grocery stores, clothing stores, other stores, or gas stations; having no schools, hospitals, libraries, firefighters, or police departments; losing jobs when fewer people buy cars and trucks and having no other kinds of jobs available.</p> <p>Other answers should be considered when accompanied by logical reasoning.</p>
3 pts	<p>Student describes three problems our state would face.</p>
2 pts	<p>Student describes two problems our state would face.</p>
1 pt	<p>Student describes one problem our state would face.</p>
0 pts	<p>Student demonstrates no understanding or states, "I don't know."</p>



Question 15 • Grade 4: Government/ Citizenship Rights and Responsibilities
Short Answer

Government 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 1. Explain major responsibilities of each of the three branches of government in Ohio: a. The legislative branch, headed by the General Assembly, makes state laws. b. The executive branch, headed by the governor, carries out and enforces laws made by the General Assembly. c. The judicial branch, headed by the Ohio Supreme Court, interprets and applies laws.

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

Grade-Level Indicator: Participation 1. Describe the ways in which citizens can promote the common good and influence their government including: a. Voting; b. Communicating with officials; c. Participating in civic and service organizations; and d. Performing voluntary service.

Scoring Guidelines

Points	Student Response
2 pts	<p>Student describes the main responsibility of the legislative branch of Ohio's government and the structure of this branch and the responsibilities of citizens relating to this branch.</p> <p>Exemplar Response The legislative branch makes state laws and consists of the House of Representatives and the Senate. Our state representatives and senators are elected, so voters must educate themselves about the candidates and elect the ones most able to make fair and just laws.</p>
1 pt	<p>Student explains the main responsibility and structure of the legislative branch OR voters' responsibilities relating to this branch.</p>
0 pts	<p>Student does not respond appropriately to the question.</p>



Question 16 • Grade 4: Government
Multiple Choice

Benchmark B: Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.

Grade-Level Indicator: Rules and Laws 3: Explain the purpose of a democratic constitution: a. To provide a framework for a government; b. To limit the power of government; c. To define the authority of elected officials.

Correct Response: C. to make sure that one branch of our government does not have too much power

Question 17 • Grade 4: Citizenship Rights and Responsibilities
Multiple Choice

Benchmark B: Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.
Grade-Level Indicator: Rights and Responsibilities 2: Explain why personal responsibilities (e.g., taking advantage of the opportunity to be educated) and civic responsibilities (e.g., obeying the law and respecting the rights of others) are important.

Correct Response: A. Having freedom of speech



Question 18 • Grade 4: 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: Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved.

Correct Response: D. the income they might get from growing grains or raising animals

Question 19 • Grade 4: 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 3: Explain how entrepreneurs organize productive resources to produce goods and services and that they seek to make profits by taking risks.

Correct Response: C. that an increase in sales will make up for the drop in price



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. (A) (B) (C) **(D)**
13. (A) **(B)** (C) (D)
14. Extended Response (4 points)
15. Short Answer (2 points)
16. (A) (B) **(C)** (D)
17. **(A)** (B) (C) (D)
18. (A) (B) (C) **(D)**
19. (A) (B) **(C)** (D)

