

Student Name: _____

Practice Test

Grade 5 • 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.

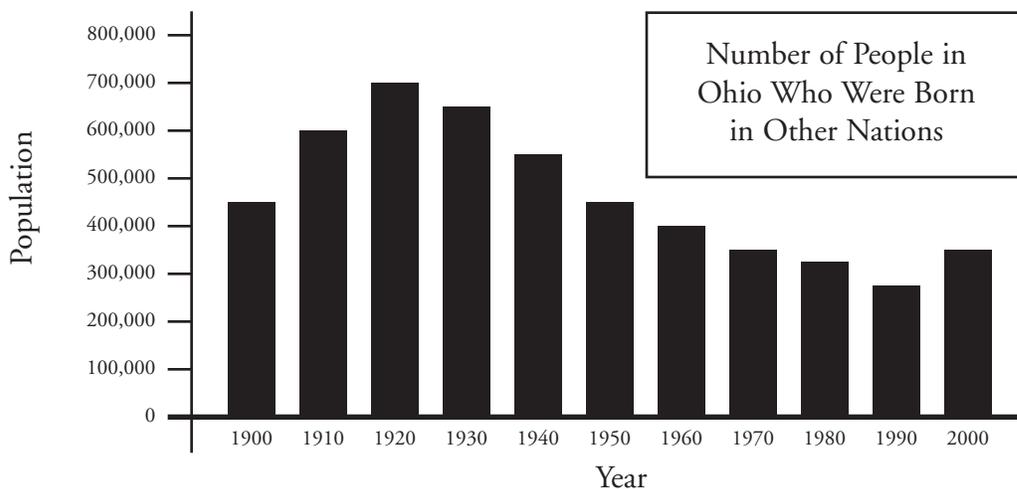
Social Studies

1. Why did different groups of American Indians interact with their environment in different ways?
 - A. Each group had different customs and traditions.
 - B. Their environments offered different resources.
 - C. They lived in different time periods.
 - D. They found different ways to deal with the dry climate.

2. On July 4, 1776, the American colonists declared that they were free of Great Britain's rule. What was the biggest problem they faced next?
 - A. They didn't have a president.
 - B. They hadn't set up a government.
 - C. Great Britain still considered them a colony.
 - D. They hadn't written the Articles of Confederation.

3. During the early history of our nation, how were the Navajo people in the Southwest and the German immigrants in Ohio similar?
 - A. They both raised sheep for food.
 - B. They both came to the United States in the late 1800s.
 - C. People in both groups were mostly Roman Catholic.
 - D. They both wanted to preserve their customs and traditions.

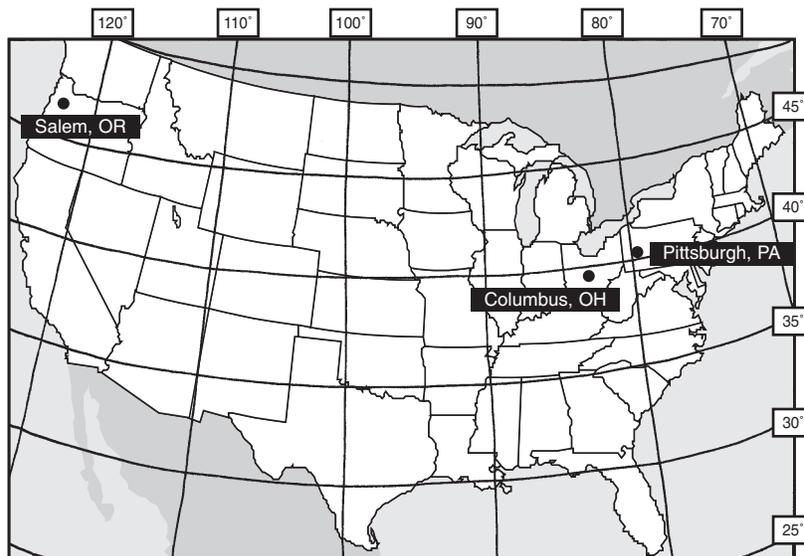
This graph shows the number of people in Ohio who were born in other nations. Use the graph to answer questions 4 and 5.



4. Which statement does this graph support?
- As conditions change in other countries, the number of immigrants coming to Ohio also changes.
 - The number of immigrants in Ohio is steadily rising.
 - The number of immigrants in Ohio is steadily falling.
 - Immigrants no longer come from the same countries as they did in 1890.
5. Think about what you have learned about the waves of immigrants to the United States. Where did most of the immigrants come from during the peak years shown on this graph?
- Ireland and Britain
 - Italy, Hungary, and Russia
 - Africa and England
 - Mexico

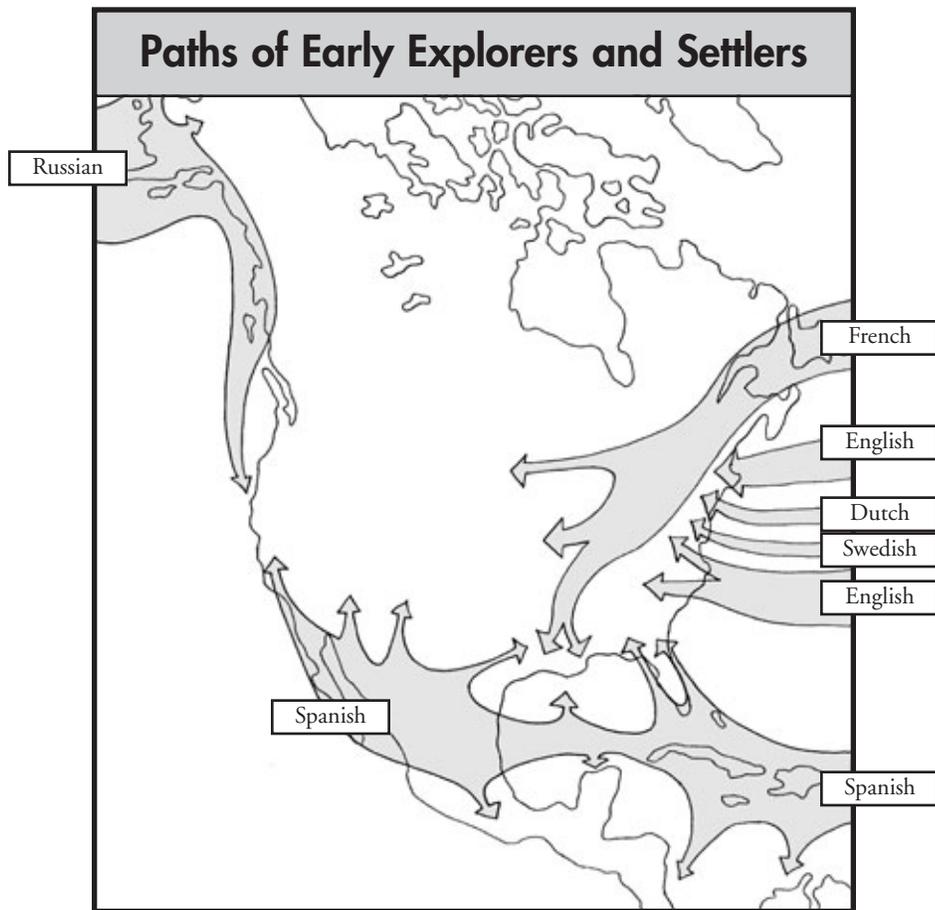
Social Studies

6. The Midwest is called our nation's "breadbasket" because—
- A. several Native American groups that live here weave beautiful baskets.
 - B. several Midwest cultures bake and eat many kinds of bread.
 - C. much of the nation's grain is grown here.
 - D. much of the Midwest is part of the Great Plains.



7. You are at 40°N, 83°W on this map. If you travel north, what will you reach first?
- A. Canada
 - B. Ohio
 - C. Michigan
 - D. Lake Erie

8. The renewable resource of water affects many parts of our nation's economy. In your **Answer Document**, explain four ways that the presence or lack of water can affect specific aspects of a region's economy. (4 points)
9. Which of these factors has the most effect on Ohio's climate?
- A. the tilt of Earth's axis toward the sun
 - B. changes in temperature caused by the elevation of the land
 - C. changes in precipitation caused by mountains
 - D. ocean currents



10. This map shows the paths of early explorers and settlers in North America. What inference can you draw?
- A. Most of the early explorers stayed on the East Coast.
 - B. The early explorers roamed through the regions that had the most resources.
 - C. These explorers tried to avoid the American Indians who already lived here.
 - D. Explorers from different countries must have been looking for different things, such as animals to hunt or places to settle.

11. Which human action tends to have only negative consequences for the environment?
- A. irrigating crops
 - B. fertilizing crops
 - C. building dams to produce electricity
 - D. accidentally introducing new species
12. You and a friend decide to go into business. In your **Answer Document**, list at least four questions that you must answer first. (2 points)
13. Company A and B both produce wooden toy trains. At Company A, one worker cuts the wood, another sands it smooth, a third worker puts the wooden pieces together, and a fourth paints the train. At Company B, each worker makes the whole product, from cutting the wood to painting the smokestack. What is the main difference between these two companies?
- A. competition
 - B. division of labor
 - C. capital goods
 - D. entrepreneurship

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14. Jill and Tony open lemonade stands a block apart. Which statement describes a situation that is likely to happen?

- A. Jill is charging 50 cents a cup, so Tony charges 45 cents. Jill sells more lemonade.
- B. The weather cools off. Jill gets fewer customers, but Tony gets the same number.
- C. Jill runs out of lemonade, so Tony raises his price to 50 cents a cup. People stop buying lemonade from Tony.
- D. The day is so hot that both stands have many customers. Jill and Tony each raise their price a nickel a cup.

15. It's important for the United States to trade with Canada because—

- A. Canada has few manufacturing industries.
- B. both countries specialize and need goods that they don't produce.
- C. trading helps improve the division of labor.
- D. trading means that the two countries do not have to specialize.

16. The list below shows parts of the United States government. In your **Answer Document**, write each term from the list to complete the chart.

House of Representatives	Judicial Branch
Supreme Court	President
Vice President	Senate
Legislative Branch	Executive Branch
Congress	District Courts
Appeals Courts	Cabinet

17. Which idea was not part of the U.S. Constitution?
- A. Each adult in the nation will have one vote.
 - B. The people will be the source of the government's authority.
 - C. The government will have three branches.
 - D. A group of judges will decide on the most important court cases.

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18. Some people are worried about the dogs running around loose in their neighborhood. They decide to ask the city council to pass a law requiring the dogs' owners to pay a fine. Which part of the First Amendment are these neighbors using?
- A. freedom of speech
 - B. freedom of the press
 - C. the right to meet together
 - D. the right to petition the government
19. What are U.S. citizens not required to do by law?
- A. serve on juries
 - B. volunteer in the community
 - C. pay income tax
 - D. obey laws



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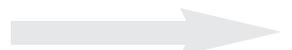
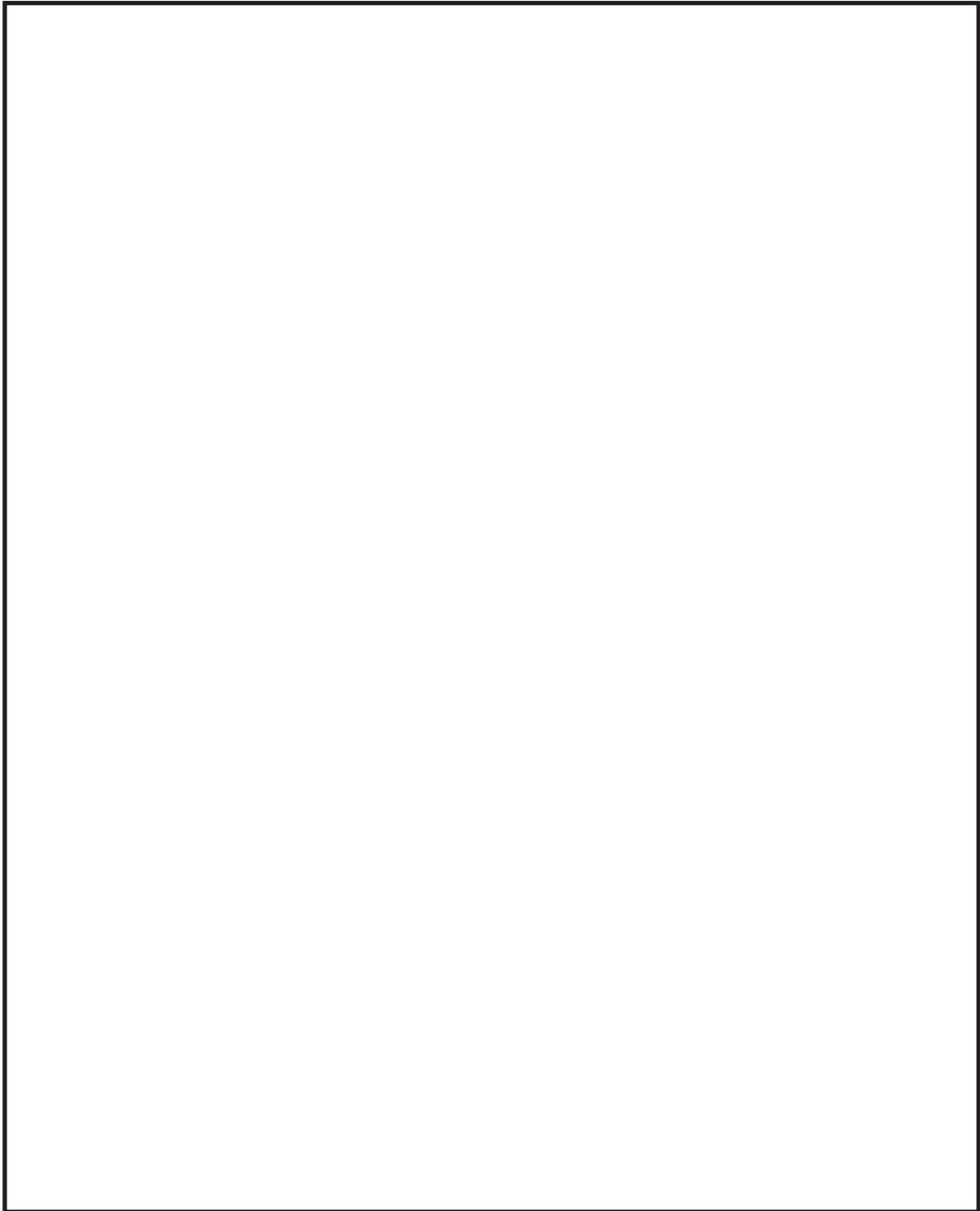
Answer Document

Social Studies

1. (A) (B) (C) (D)
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. Write your response to question 8 in the space below.



Social Studies

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

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

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

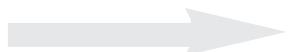
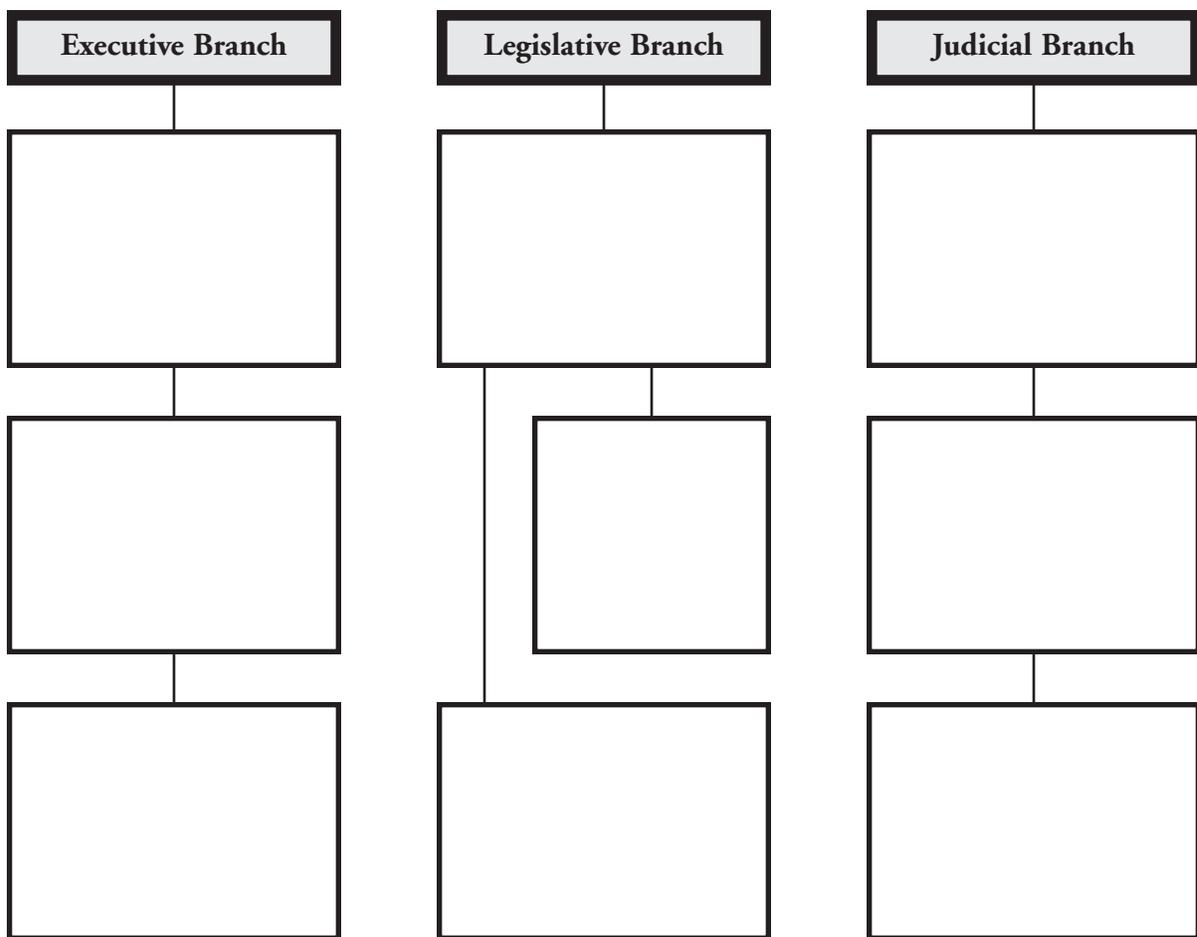
12. Write your response to question 12 in the space below.

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

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

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

16. Complete the chart below to answer number 16.



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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 5: 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: Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.

Correct Response: B. Their environments offered different resources.

Question 2 • Grade 5: 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 5: Explain how the United States became independent from Great Britain.

Correct Response: C. Great Britain still considered them a colony.

Question 3 • Grade 5: People in Societies
Multiple Choice

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

Grade-Level Indicator: Cultures 1: Compare the cultural practices and products of diverse groups in North America including: a. Artistic expression; b. Religion; c. Language; d. Food; e. Clothing; f. Shelter.

Correct Response: D. They both wanted to preserve their customs and traditions.



Question 4 • Grade 5: 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 6: Draw inferences from relevant information.

Correct Response: A. As conditions change in other countries, the number of immigrants coming to Ohio also changes.

Question 5 • Grade 5: 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 4: Describe the waves of immigration to North America and the areas from which people came in each wave.

Correct Response: B. Italy, Hungary, and Russia



Question 6 • Grade 5: Geography
Multiple Choice

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

Grade-Level Indicator: Places and Regions 3: Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.

Correct Response: C. much of the nation's grain is grown here.

Question 7 • Grade 5: Geography
Multiple Choice

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

Grade-Level Indicator: Location 1: Use coordinates of latitude and longitude to determine the absolute location of points in North America.
Location 2: Use maps to identify the location of: a. The three largest countries in North America; b. The 50 states of the United States; c. The Rocky and Appalachian mountain systems; d. The Mississippi, Rio Grande and St. Lawrence rivers; e. The Great Lakes.

Correct Response: D. Lake Erie



Question 8 • Grade 5: Geography
Extended Response

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

Grade-Level Indicator: Human Environmental Interaction 8: Explain how the characteristics of different physical environments affect human activities in North America.

Scoring Guidelines

Points	Student Response
4 pts	<p>Student correctly describes four ways that the presence or absence of water can affect a region's economy.</p> <p>Exemplar Response All economies need drinking water. Water is often an essential ingredient in manufacturing and provides transportation for supplies and products. Farmers must have water for their crops and animals. Lakes, rivers, and beaches draw many tourists. Waterfalls and other running water are used to produce electricity.</p> <p>Other answers should be considered when accompanied by logical reasoning.</p>
3 pts	<p>Student describes three ways that water can affect the economy.</p>
2 pts	<p>Student describes two ways that water can affect the economy.</p>
1 pt	<p>Student describes one way that water can affect the economy.</p>
0 pts	<p>Student demonstrates no understanding or states, "I don't know."</p>



Question 9 • Grade 5: Geography
Multiple Choice

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

Grade-Level Indicator: Places and Regions 4: Explain how climate is influenced by: a. Earth-sun relationships; b. Landforms; c. Vegetation.

Correct Response: A. the tilt of Earth's axis toward the sun

Question 10 • Grade 5: 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: Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America.

Correct Response: D. Explorers from different countries must have been looking for different things, such as animals to hunt or places to settle.

Question 11 • Grade 5: 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: Analyze the positive and negative consequences of human changes to the physical environment including: a. Great Lakes navigation; b. Highway systems; c. Irrigation, d. Mining; e. Introduction of new species.

Correct Response: D. accidental introducing new species



Question 12 • Grade 5: Economics
Short Answer

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

Grade-Level Indicator: Scarcity and Resource Allocation 2: Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce, and for whom to produce.

Scoring Guidelines

Points	Student Response
2 pts	<p>Student lists four basic business questions.</p> <p>Exemplar Response 1. What should we make? 2. How should we make it? 3. To whom will we sell it? 4. How much of it should we make? 5. How much should we charge for it? or 6. How will we advertise it?</p> <p>Other answers should be considered when accompanied by logical reasoning.</p>
1 pt	<p>Student lists two or three basic business questions.</p>
0 pts	<p>Student lists one or no basic business questions OR lists vague or unclear questions.</p>



Question 13 • Grade 5: 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 education, specialization, capital goods and the division of labor affect productive capacity.

Correct Response: B. division of labor

Question 14 • Grade 5: 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 5: Explain the general relationship between supply, demand and price in a competitive market. Markets 6: Explain why competition among producers/sellers results in lower costs and prices, higher product quality, and better customer service. Markets 7: Explain why competition among consumers/buyers results in higher product prices.

Correct Response: D. The day is so hot that both stands have many customers. Jill and Tony each raise their price a nickel a cup.



Question 15 • Grade 5: 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: Markets 4: Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.

Correct Response: B. both countries specialize and need goods that they don't produce.



Question 16 • Grade 5: Government
Short Answer

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 the U.S. government: a. The legislative branch, headed by Congress, passes laws; b. The executive branch, headed by the president, carries out and enforces the laws made by Congress; c. The judicial branch, headed by the Supreme Court, interprets and applies the law.

Scoring Guidelines

Points	Student Response
2 pts	<p>Exemplar Response</p> <pre> graph TD EB[Executive Branch] --- P[President] P --- VP[Vice President] VP --- CAB[Cabinet] LB[Legislative Branch] --- C[Congress] C --- S[Senate] C --- HR[House of Representatives] JB[Judicial Branch] --- SC[Supreme Court] SC --- AC[Appeals Courts] AC --- DC[District Courts] </pre>
1 pt	Student places at least eight of the terms in their proper places.
0 pts	Student places seven or fewer terms correctly.



Question 17 • Grade 5: 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 significance of the Declaration of Independence and the U.S. Constitution.

Correct Response: A. Each adult in the nation will have one vote.

Question 18 • Grade 5: 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 3: Explain the significance of the rights that are protected by the First Amendment including:
a. Freedom of religion; b. Freedom of speech; c. Freedom of the press;
d. Right of petition and assembly.

Correct Response: D. the right to petition the government

Question 19 • Grade 5: Citizenship Rights and Responsibilities
Multiple Choice

Benchmark B: Identify the rights and responsibilities of citizenship in the United States that are important for preserving democratic government.

Grade-Level Indicator: Rights and Responsibilities 2: Explain the obligations of upholding the U.S. Constitution including: a. Obeying laws; b. Paying taxes; c. Serving on juries; d. Registering for selective service.

Correct Response: B. volunteer in the community



Answer Key

Multiple choice answers are 1 point

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

