



SOCIAL STUDIES • GRADE 4

Social Studies Assessments

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Introduction

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Check Understanding Assessments

The following assessments are designed to assist you in evaluating your students' knowledge of Ohio's Science Content Standards. Check Understanding assesses the content of each *Focus on Ohio Standards* book. You will find multiple choice and short answer questions that assess literal and interpretive comprehension of each book's content. In addition, these assessments will evaluate your students' ability to synthesize and apply the content and concepts identified in the Ohio Academic Content Standards Benchmarks and Grade-Level Indicators. Students will obtain valuable practice in answering 2-point and 4-point response questions they will encounter on the Ohio Achievement Test.

Ohio Achievement Practice Test

Half-length practice tests that mirror the Ohio Achievement Test for science are available for each grade level. Visit our Web site at www.focuscurriculum.com for purchasing information.

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SOCIAL STUDIES • GRADE 4

Below Level

Benchmark	Grade-Level Indicator
History: B	Settlement: 2
People In Societies: A	Cultures: 1
Geography: C	Human Interaction: 8

Assessments

The First Ohioans

Print pages 5–7 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. An Archaic Indian boy owns a seashell. But, he has never been to the beach.

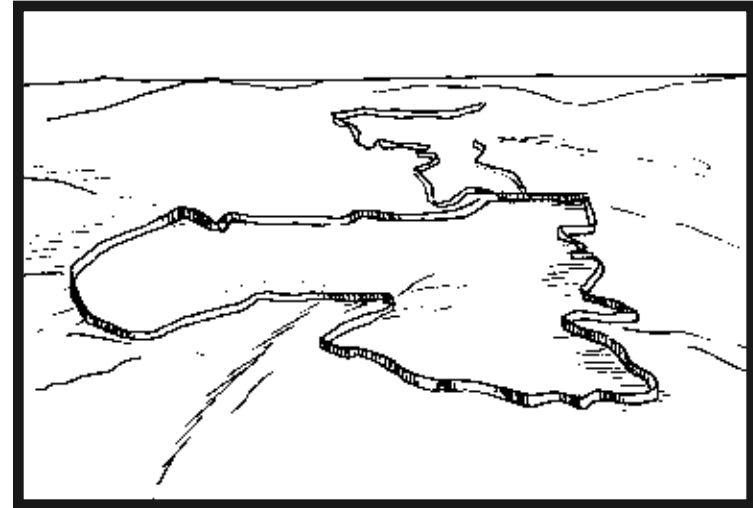
What cultural practice explains how he got this shell?

- Ⓐ Trading
 - Ⓑ Hunting
 - Ⓒ Farming
 - Ⓓ Migrating
2. By the 1700s, there were six Native American groups living in Ohio.

Which of the following groups lived in Ohio during this time?

- Ⓐ Adena
- Ⓑ Wyandot
- Ⓒ Hopewell
- Ⓓ Paleo-Indians

3. The following picture shows the remains of Fort Ancient.



Which group of Indians created forts and other dirt walls like this?

- Ⓐ Iroquois
- Ⓑ Paleo-Indians
- Ⓒ Moundbuilders
- Ⓓ Archaic Indians

Check Understanding

Write your answers in the boxes.

4. The Fort Ancients set up permanent villages. They were the last prehistoric group to live in Ohio.

Identify two practices of the Fort Ancients. Explain how the Fort Ancients got their name and why they had to leave Ohio. (4 points)

Identify

Identify

Explain

Explain

Assessment Scoring Guidelines

1. Answer A is correct.
2. Answer B is correct.
3. Answer C is correct.
4. An exemplary 4-point response may include:
 - Identify:** Playing music
 - Describe:** They lived where the Hopewell had built Fort Ancient.
 - Identify:** Farming
 - Describe:** The soil was no longer good.



SOCIAL STUDIES • GRADE 4

On Level

Benchmark	Grade-Level Indicator
History: B	Settlement: 2
People In Societies: A	Cultures: 1
Geography: C	Human Interaction: 8

Assessments

The First Ohioans

Print pages 9–11 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. The first people to live in Ohio and the surrounding land were known as Indians.

How did the native people get this name?

- Ⓐ *Indian* is the English word for *Iroquois*.
- Ⓑ Columbus mistook the land for the Indies.
- Ⓒ The native people called themselves Indians.
- Ⓓ The native people called themselves Indians.

2. The Archaic Indians were hunter-gatherers.

What did the Archaic Indians eat for food?

- Ⓐ meat, berries, and nuts
- Ⓑ meat, corn, and squash
- Ⓒ plants, berries, and nuts
- Ⓓ squash, corn, and beans

Write your answer in the boxes.

3. Identify one result of the end of the Ice Age and explain how this influenced settlement in Ohio. (2 points)

Identify

Explain

Check Understanding

Write your answers in the boxes.

4. The following map shows where some of the first historic Indians lived in Ohio.

Identify the two groups that are missing from this map. Describe two reasons why the Native Americans disappeared from Ohio in time. (4 points)



Identify

Describe

Identify

Describe

Assessment Scoring Guidelines

1. Answer B is correct.
2. Answer A is correct.
3. An exemplary 2-point response may include:
 - Identify:** Plants grew
 - Explain:** Animals came to eat the plants and the people followed the animals.
 - Identify:** Rich soil
 - Explain:** Groups of people used the land for farming.
4. An exemplary 4-point response will include:
 - Identify:** Miami
 - Describe:** The European settlers battled for the land.
 - Identify:** Delaware
 - Describe:** The European settlers brought diseases, such as smallpox, that killed the Native Americans.



SOCIAL STUDIES • GRADE 4

Above Level

Benchmark	Grade-Level Indicator
History: B	Settlement: 2
People In Societies: A	Cultures: 1
Geography: C	Human Interaction: 8

Assessments

The First Ohioans

Print pages 13–15 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. The mammoths disappeared around the end of the Ice Age because they could not find the food they needed. The Paleo-Indians also disappeared around this time.

What explains the disappearance of the Paleo-Indians?

- Ⓐ The melting ice caused floods.
- Ⓑ The temperature got too warm.
- Ⓒ They were unable find land to start farms.
- Ⓓ They depended on the mammoths for food.

2. The Moundbuilders had permanent settlements, which enabled them to build mounds. The Serpent Mound is the longest mound in the United States.

Which of the following describes one use of the Serpent Mound?

- Ⓐ a place to plant crops
- Ⓑ a place to fight battles
- Ⓒ a place to worship spirits
- Ⓓ a place to gather and play music

Write your answer in the boxes.

3. Identify one group of historic Indians that lived in Ohio and explain why the group is called historic and not prehistoric. (2 points)

Identify

Explain

Check Understanding

Write your answers in the boxes.

4. The first group of prehistoric Indians arrived in Ohio around 14,000 BC.

Identify the last two groups of prehistoric Indians and describe one cultural practice of each group. (4 points)

Identify

Identify

Describe

Describe

Assessment Scoring Guidelines

1. Answer D is correct.
2. Answer B is correct.
3. An exemplary 2-point response will include:

Identify: Iroquois

Explain: People started writing down history at this time.

4. An exemplary 4-point response may include:

Identify: Hopewell

Describe: The Hopewell built mounds in the shape of animals, parallel lines, circles, pyramids, squares, octagons, and rectangles.

Identify: Fort Ancient

Describe: The Fort Ancient made music with flutes and rattles, and they played games with sticks and stones.



SOCIAL STUDIES • GRADE 4

Below Level

Benchmark	Grade-Level Indicator
History: B	Settlement: 3
People In Societies: B	Interaction: 2
Geography: A	Location: 3

Assessments

Frontier Wars in Ohio

Print pages 17–19 of this PDF for the assessments.

Check Understanding

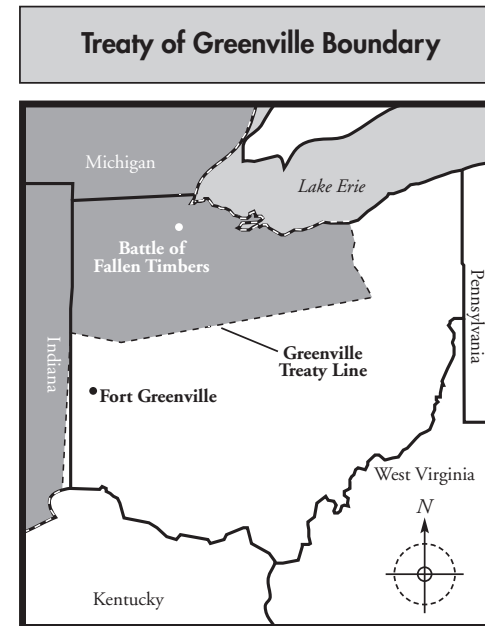
Shade the circle next to the correct answer.

1. In 1762, the Ottawa chief Pontiac planned an attack on the British at Fort Detroit.

What happened during Pontiac's rebellion?

- Ⓐ The American Indians used trees as shields during the battle.
 - Ⓑ Pontiac and other chiefs attacked the British during a meeting.
 - Ⓒ Pontiac and his warriors surrounded Fort Detroit for five months.
 - Ⓓ The American Indians went into Pennsylvania and killed 13 settlers.
2. What was a main reason for the French and Indian War?
- Ⓐ to push all settlers out of Ohio
 - Ⓑ to push the British out of Ohio
 - Ⓒ to push the Indians out of Ohio
 - Ⓓ to push the French out of Ohio

3. Below is a map showing Ohio and the surrounding states.



The Treaty of Greenville gave the northern part of Ohio to which group of people?

- Ⓐ The British
- Ⓑ The French
- Ⓒ The colonists
- Ⓓ American Indians

Check Understanding

Write your answers in the boxes.

4. The chart to the right shows which American Indian nations were forced to move to Kansas.

Identify the first nation to arrive in Kansas and the last nation to arrive in Kansas. Then, identify their home states. (4 points)

Identify

Identify

Identify

Identify

Indian Nations Sent to Kansas

Nations	Arriving in Kansas	Moving From
Shawnee	1825	Missouri, Ohio, Indiana
Miami	1827	Ohio, Indiana, Illinois
Delaware	1828	Ohio, Indiana
Peoria, Kaskaskia, Wea, and Piankashaw	1832	Illinois
Kickapoo	1832	Missouri, Illinois, Indiana
Ottawa	1833	Illinois, Wisconsin
Cherokee	1835	Georgia
Iowa	1836	Iowa
Chippewa	1836	Michigan
Potawatomi	1836	Indiana
Sac and Fox	1837	Iowa, Wisconsin
Wyandot	1843	Ohio, Michigan

Assessment Scoring Guidelines

1. Answer C is correct.
2. Answer B is correct.
3. Answer D is correct.
4. An exemplary 4-point answer will include:
 - Identify:** The first nation to arrive in Kansas was the Shawnee.
 - Identify:** Their home states were Missouri, Ohio, and Indiana.
 - Identify:** The last nation to arrive in Kansas was the Wyandot.
 - Identify:** Their home states were Ohio and Michigan.



SOCIAL STUDIES • GRADE 4

On Level

Benchmark	Grade-Level Indicator
History: B	Settlement: 3
People In Societies: B	Interaction: 2
Geography: A	Location: 3

Assessments

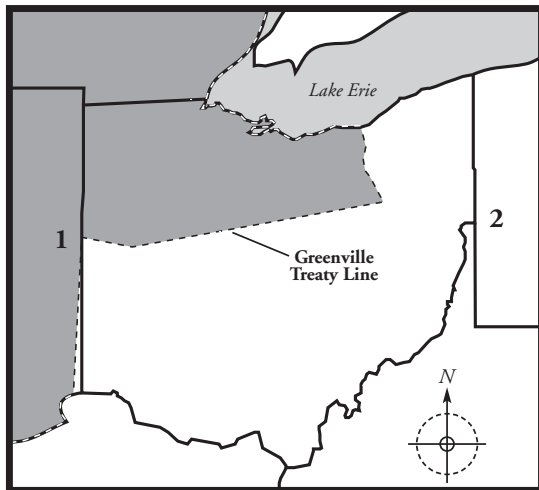
Frontier Wars in Ohio

Print pages 21–23 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Below is a map showing Ohio and surrounding states.



Which option correctly identifies the states bordering Ohio on the northeast and the west?

- Ⓐ 1 – Indiana
2 – Pennsylvania
- Ⓑ 1 – Pennsylvania
2 – Indiana
- Ⓒ 1 – West Virginia
2 – Michigan
- Ⓓ 1 – Michigan
2 – West Virginia

Write your answers in the boxes.

2. Identify the two main groups that fought against each other in the Revolutionary War. Describe how many American Indians felt about the war. (2 points)

Identify

Describe

Check Understanding

Draw your time line in the box.

3. Draw a time line that accurately shows these events on the frontier in Ohio.

1783 - The Revolutionary War ends

1775 - The Revolutionary War begins

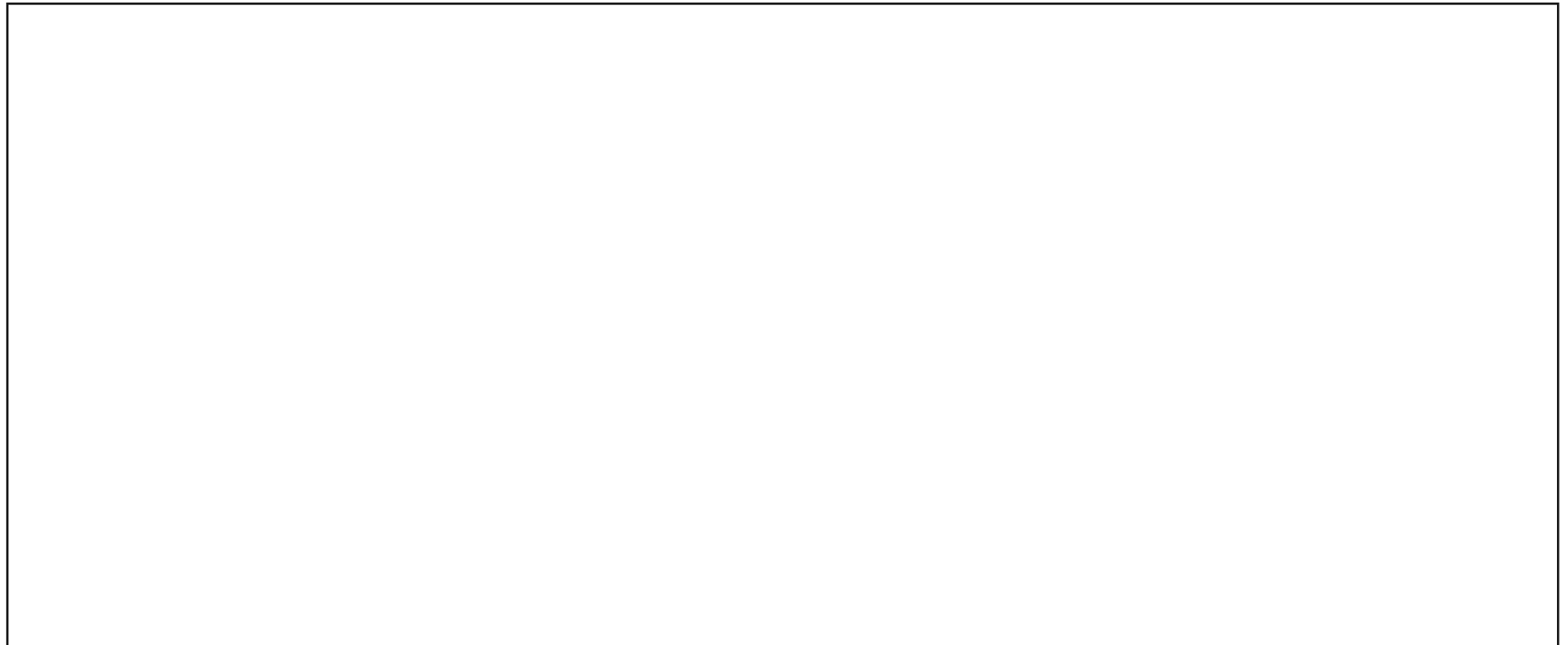
1795 - The Treaty of Greenville is signed

1774 - The Battle of Point Pleasant occurs

1794 - The Battle of Fallen Timbers occurs

1768 - The Treaty of Fort Stanwix is signed

Be sure that the events are in the correct order and that you label evenly spaced intervals in your time line. (4 points)



Assessment Scoring Guidelines

1. Answer A is correct.
2. An exemplary 2-point response may include:
Identify: The colonists fought the British.
Describe: The American Indians felt the war as an opportunity to regain some of their land.
3. An exemplary 4-point response will provide a horizontal or vertical timeline with appropriately spaced and labeled time intervals of all six events in chronological order.



SOCIAL STUDIES • GRADE 4

Above Level

Benchmark	Grade-Level Indicator
History: B	Settlement: 3
People In Societies: B	Interaction: 2
Geography: A	Location: 3

Assessments

Frontier Wars in Ohio

Print pages 25–27 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. The Treaty of Greenville forced the American Indians to move into northern Ohio.

Why didn't the settlers claim this land for themselves?

- Ⓐ It was too cold in the wintertime.
 - Ⓑ It was too soggy to live on or farm.
 - Ⓒ It was close to Michigan and Indiana.
 - Ⓓ It was easy for the Indians to reach Lake Erie.
2. What occurred at the Battle of Fallen Timbers?
- Ⓐ Chief Pontiac's men surrounded the British at Fort Detroit for five months.
 - Ⓑ General "Mad" Anthony Wayne's men overpowered more than 1,000 American Indians.
 - Ⓒ British settlers attacked and killed 11 Mingo Indians, two of whom were relatives of the chief.
 - Ⓓ William Henry Harrison and his army attacked and destroyed the American Indian village Prophetstown.

Write your answers in the boxes.

3. In the 1700s, American Indians started to trade with European settlers. Compare and contrast the French and the British interests in Ohio. (2 points)

Compare

Contrast

Check Understanding

Write your answers in the boxes.

4. Identify two American Indian tribes living in Ohio that were affected by the presence of settlers in the 1700s and 1800s. Describe two ways these tribes reacted. (4 points)

Identify

Identify

Describe

Describe

Assessment Scoring Guidelines

1. Answer B is correct.

2. Answer B is correct.

3. An exemplary 2-point response may include:

Compare: The French and British both had a business interest in Ohio. They traded with the American Indians, exchanging guns, tools, and clothing for furs.

Compare: The French did not live on the land; they only wanted to trade. The British started to live on the land.

4. An exemplary 4-point response may include:

Identify: Shawnee

Describe: Tecumseh and his brother, The Prophet, created a village for Indians called Prophetstown.

Identify: Iroquois

Describe: The Iroquois signed the Treaty of Fort Stanwix with the British. They gave up their claim to land south and east of the Ohio River.



SOCIAL STUDIES • GRADE 4

Below Level

Benchmark	Grade-Level Indicator
History: B	Growth: 4
People in Societies: B	Interactions: 2

Assessments

OHIO—A State at Last!

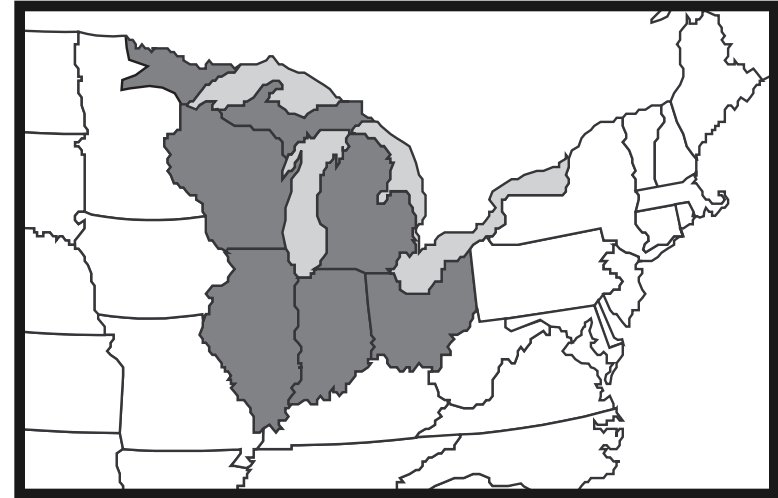
Print pages 29–31 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. What was the purpose of the Northwest Ordinance of 1787?
 - Ⓐ It made Ohio an official state.
 - Ⓑ It created the Northwest Territory.
 - Ⓒ It assigned Indians land in northwestern Ohio.
 - Ⓓ It stopped St. Clair from changing the boundaries of Ohio.
2. When could Ohio send a delegate to U.S. Congress?
 - Ⓐ When the people had submitted a constitution.
 - Ⓑ When 60,000 or more people lived in the area.
 - Ⓒ When at least 5,000 adult men lived in the area.
 - Ⓓ When U.S. Congress appointed a governor to the area.

3. The shaded area on the map was once known as the Northwest Territory.



Which statement is an opinion?

- Ⓐ The Northwest Territory later became five U.S. states.
- Ⓑ Ohio was the seventeenth state to join the United States.
- Ⓒ The Ohio River was one boundary of the Northwest Territory.
- Ⓓ Ohio is more interesting than any other part of the Northwest Territory.

Check Understanding

Write your answers in the boxes.

4. The governor of the Northwest Territory, Arthur St. Clair, did not want Ohio to become a state.

Identify the party to which St. Clair belonged. Then, explain Arthur St. Clair's plan to stop Ohio from becoming a state.
(2 points)

Identify

Explain

Assessment Scoring Guidelines

1. Answer B is correct.
2. Answer C is correct.
3. Answer D is correct.
4. An exemplary 2-point response will include:

Identify: Federalist Party

Explain: St. Clair wanted to divide Ohio into two territories so that neither area had the required 60,000 people to become a state.



SOCIAL STUDIES • GRADE 4

On Level

Benchmark	Grade-Level Indicator
History: B	Growth: 4
People in Societies: B	Interactions: 2

Assessments

OHIO—A State at Last!

Print pages 33–35 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Read this passage from a student's report about the Northwest Territory. Then answer the question.

In the late 1700s, Indians, French traders, British settlers, and squatters lived in the Northwest Territory. When Arthur St. Clair arrived, one of his tasks was to establish law and order. He had a big job to do, but he should have left the Indians alone. After all, they had been living there long before European settlers arrived.

Which sentence is the student's opinion?

- Ⓐ In the late 1700s, Indians, French traders, British settlers, and squatters lived in the Northwest Territory.
- Ⓑ When Arthur St. Clair arrived, one of his tasks was to establish law and order.
- Ⓒ He had a big job to do, but he should have left the Indians alone.
- Ⓓ After all, they had been living there long before European settlers arrived.

Write your answers in the boxes.

2. Compare the platform of the Democratic-Republican Party with the platform of the Federalist Party. (2 points)

Compare

Compare

Check Understanding

3. Identify the governor of the Northwest Territory. Explain why he did not support Ohio in becoming a state. Then, draw a line on the map showing how the governor wanted to divide Ohio into two territories. Explain why this action would prevent Ohio from becoming a state. (4 points)

Identify

Explain



Assessment Scoring Guidelines

1. Answer C is correct.
2. An exemplary 2-point response will include:
Compare: The Democratic-Republican Party favored a small state government with limited power.
Compare: The Federalist Party favored a stronger, more powerful state government.

3. An exemplary 4-point response will include:
Identify: Identify: Arthur St. Clair
Explain: St. Clair was a member of the Federalist Party, which controlled the Northwest Territory and feared losing power if Ohio became a state.
Explain: Neither of the smaller territories would have the required 60,000 people to become a state.

A line should be drawn that connects northern Ohio with the start of the Scioto River and continued south along the river.



SOCIAL STUDIES • GRADE 4

Above Level

Benchmark	Grade-Level Indicator
History: B	Growth: 4
People in Societies: B	Interactions: 2

Assessments

OHIO—A State at Last!

Print pages 37–39 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Before Ohio became a state, the Ohio Land Company purchased some land in the south. Two other states claimed land in other parts of Ohio for people affected by the Revolutionary War.

Which two states claimed land in Ohio?

- Ⓐ Indiana and Connecticut
 - Ⓑ Connecticut and Virginia
 - Ⓒ Pennsylvania and Indiana
 - Ⓓ Pennsylvania and Virginia
2. The Land Ordinance of 1785 established laws for dividing and selling land in Ohio.
- How did investors help Ohio grow at this time?
- Ⓐ They sold large parcels of land at a profit.
 - Ⓑ They received goods from Indian nations.
 - Ⓒ They built towns and roads to attract settlers.
 - Ⓓ They urged U.S. Congress to prohibit slavery.

Write your answers in the boxes.

3. Identify the name of the legislation that outlined a step-by-step plan to form the new state of Ohio. Describe one provision of this legislation. (2 points)

Identify

Describe

Check Understanding

4. The Northwest Ordinance created the Northwest Territory and a plan for how to govern this land. The Northwest Ordinance established a three-step plan that would allow areas in the Northwest Territory to become states.

Shade the states on the map that were part of the Northwest Territory. Then explain what steps Indiana took to become a state. (4 points)



Explain

Assessment Scoring Guidelines

1. Answer B is correct.
2. Answer C is correct.
3. An exemplary 2-point response will include:

Identify: Enabling Act of 1802

Describe: It kept Ohio's boundaries the same as in the Northwest Ordinance.

Describe: It authorized the people to write a constitution.

Describe: It set a date for a constitutional convention.

4. An exemplary 4-point response will include:

Shading the states of Ohio, Indiana, Illinois, Michigan, and Wisconsin.

Explain: The U.S. Congress appointed a governor, secretary, and three judges.

They had 5,000 free male inhabitants so they formed a legislature and sent a delegate to the U.S. Congress.

They had 60,000 people so they applied to become a state and wrote a constitution.



SOCIAL STUDIES • GRADE 4

Below Level

Benchmark	Grade-Level Indicator
History: C	Growth: 5
Geography: D	Places and Regions: 7

Assessments

Canals and Railroads Change Ohio

Print pages 41–43 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. New forms of transportation helped Ohio grow economically in the 1800s.

Which form of transportation was quickest for shipping goods?

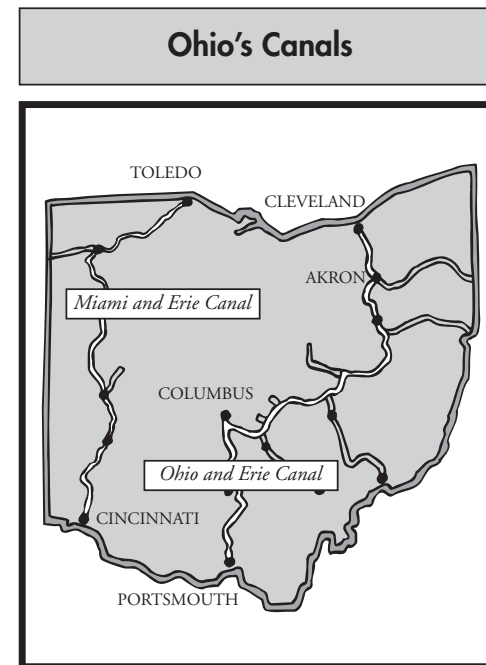
- Ⓐ rivers
- Ⓑ canals
- Ⓒ railroads
- Ⓓ the National Road

2. Ohio's first railroad linked Toledo with Adrian, Michigan.

How was this first train powered?

- Ⓐ by boats
- Ⓑ by horses
- Ⓒ by people
- Ⓓ by locomotives

3. The following map shows Ohio's canal system. Cleveland had many steel factories in the 1800s. The canals helped Cleveland produce even more steel.



What was one major use of the Ohio and Erie Canal?

- Ⓐ carrying coal from Cincinnati to Toledo
- Ⓑ carrying steel from Cincinnati to Cleveland
- Ⓒ carrying steel from Toledo to southern Ohio
- Ⓓ carrying coal from southern Ohio to Cleveland

Check Understanding

Write your answers in the boxes.

4. Roads, canals, and railroads helped Ohio grow. Identify four ways the new forms of transportation changed Ohio.
(4 points)

Identify

Identify

Identify

Identify

Assessment Scoring Guidelines

1. Answer C is correct.
2. Answer B is correct.
3. Answer D is correct.
4. An exemplary 4-point response may include:
 - Identify:** It was cheaper to ship goods to the East Coast.
 - Identify :** It was easier for people to travel.
 - Identify :** Villages grew into cities.
 - Identify :** More Ohioans earned money by building the new roads, canals, and railroads.



SOCIAL STUDIES • GRADE 4

On Level

Benchmark	Grade-Level Indicator
History: C	Growth: 5
Geography: D	Places and Regions: 7

Assessments

Canals and Railroads Change Ohio

Print pages 45–47 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Workers who built the canals in the 1800s received about 30 cents per day, meals, and a place to stay.

Who built many of the canals in Ohio?

- Ⓐ German and Irish immigrants
- Ⓑ Italian and French immigrants
- Ⓒ Dutch and Swedish immigrants
- Ⓓ English and Spanish immigrants

2. The following map shows Ohio during the early 1800s.

Which form of transportation is represented on this map?

- Ⓐ the first canal
- Ⓑ the first railroad
- Ⓒ the National Road
- Ⓓ the main river in Ohio



Write your answers in the boxes.

3. Describe two ways that railroads helped Ohio grow economically. (2 points)

Describe

Describe

Check Understanding

Draw your time line in the box.

4. The development of new forms of transportation dramatically changed Ohio. Draw a time line that accurately shows these events.

1836 - Ohio's first railroad is completed

1827 - A canal opens in Middletown

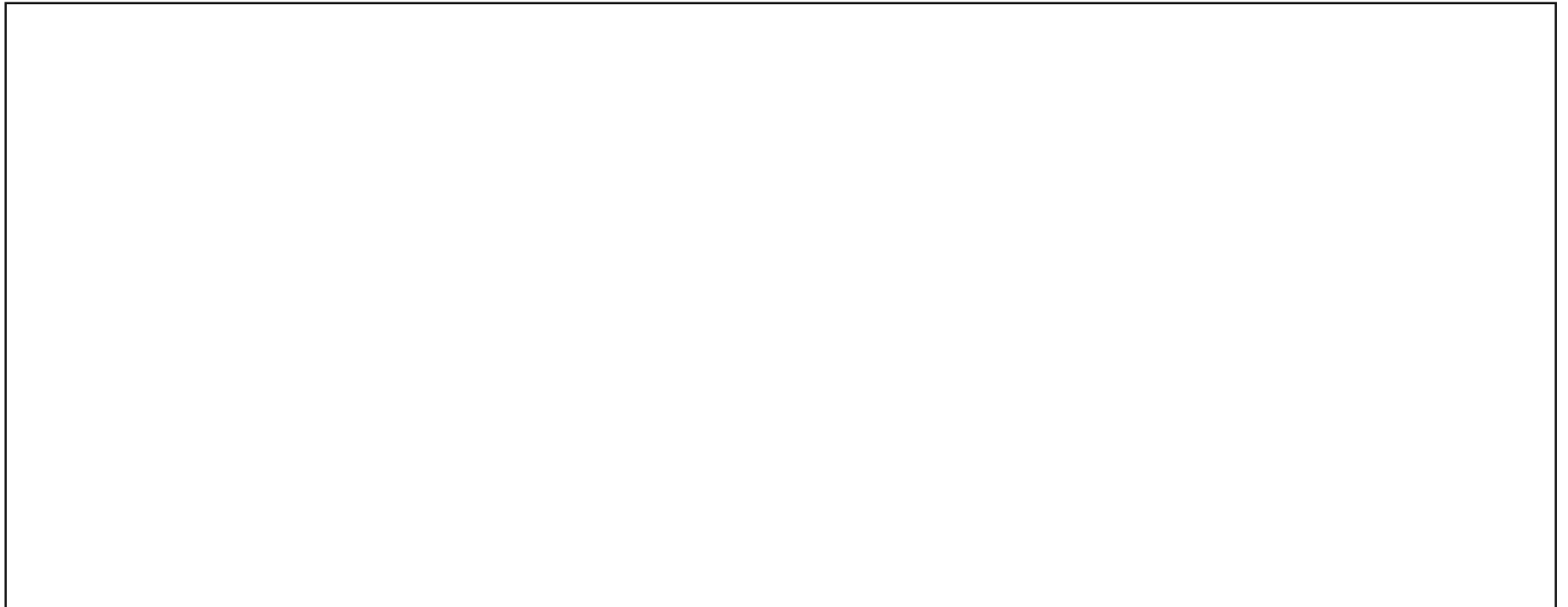
1825 - Work begins on the National Road in Ohio

1806 - U.S. Congress approves a National Road

1860 - Ohio has 3,000 miles of railroad track

1838 - The Ohio portion of the National Road is completed

Be sure that the events are in the correct order and that you label evenly spaced intervals in your timeline. (4 points)



Assessment Scoring Guidelines

1. Answer A is correct.
2. Answer C is correct.
3. An exemplary 2-point response will include:
 - Describe:** Ohioans could ship goods to the East Coast more quickly by train than by canal boats.
 - Describe:** Ohioans paid less for goods purchased from people on the East Coast.
4. An exemplary 4-point response will provide a horizontal or vertical timeline with appropriately spaced and labeled time intervals of all six events in chronological order.



SOCIAL STUDIES • GRADE 4

Above Level

Benchmark	Grade-Level Indicator
History: C	Growth: 5
Geography: D	Places and Regions: 7

Assessments

Canals and Railroads Change Ohio

Print pages 49–51 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. In the mid-1800s, railroads became an increasingly popular way to travel in Ohio.

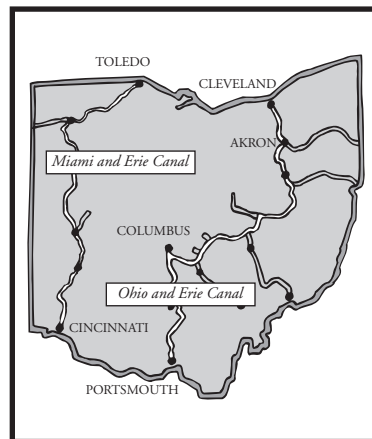
What is one direct way that railroads helped Ohio grow economically?

- Ⓐ Factories could manufacture more expensive products.
- Ⓑ Families could travel back to their home state more easily.
- Ⓒ Farmers could sell their products for high prices on the East Coast.
- Ⓓ Ohioans could move westward to pursue trade opportunities in St. Louis.

2. The following map shows Ohio during the early 1800s.

What form of transportation is represented on this map?

- Ⓐ rivers
- Ⓑ canals
- Ⓒ railroads
- Ⓓ the National Road



Write your answer in the boxes.

3. The presence of new forms of transportation in the 1800s influenced where people chose to live.

Identify the kind of community that sprang up near railroad tracks, and explain the reason for this development. (2 points)

Identify

Explain

Check Understanding

Write your answers in the boxes.

4. Compare the economic impact of the National Road and the canal system on Ohio. Identify one advantage and one disadvantage to using each form of transportation. (4 points)

National Road

Advantages

--

Disadvantages

--

Canals

Advantages

--

Disadvantages

--

Assessment Scoring Guidelines

1. Answer B is correct.
2. Answer C is correct.
3. An exemplary 2-point response will include:
 - Identify:** Suburbs
 - Explain:** People did not want to live in the city but they needed to get there easily for work.
4. An exemplary 4-point response may include:
 - National Road**
 - Advantage:** People could easily move products from town to town.
 - Disadvantage:** The road only went from east to west (not north to south).
 - Canals**
 - Advantage:** Canals made shipping products cheaper.
 - Disadvantage:** The canals only went from north to south (not east to west).



SOCIAL STUDIES • GRADE 4

Below Level

Benchmark	Grade-Level Indicator
Economics: A	Scarcity and Resource Allocation: 1, 2
Economics: B	Production, Distribution and Consumption: 3
Economics: C	Markets: 5

Assessments

Ohio's Productive Resources

Print pages 53–55 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Chloe has started a new lawn care business. There is already a lawn care business in her town.

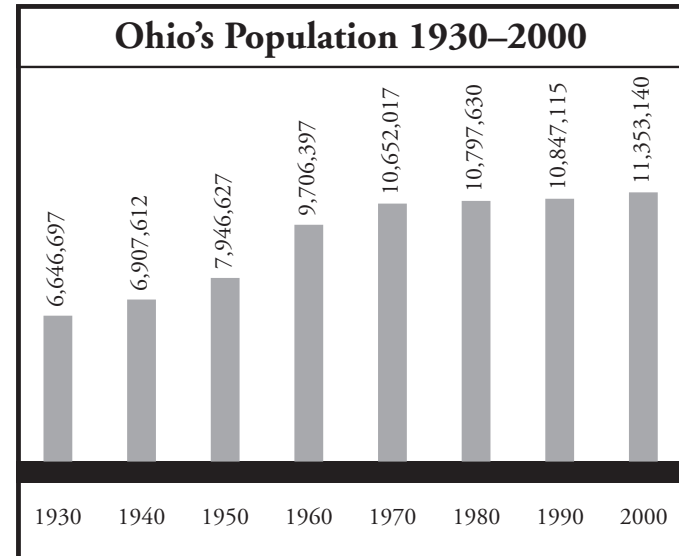
What will Chloe need to do to get customers?

- (A) accept the opportunity cost
 - (B) hire more people to work for her
 - (C) invest more money in her business
 - (D) provide lower prices or better services
2. Specialization is when a business sells only one or a few types of goods or services.

How does specialization affect businesses?

- (A) It costs businesses money.
- (B) It saves businesses money.
- (C) It gives businesses a monopoly.
- (D) It creates competition for businesses.

3. People usually go where they can find jobs. The following chart shows Ohio's population between 1930 and 2000.



Between which years did the number of jobs increase the most?

- (A) 1930 and 1940
- (B) 1950 and 1960
- (C) 1960 and 1970
- (D) 1990 and 2000

Check Understanding

Write your answers in the boxes.

4. A company needs four productive resources to get started.

Identify two of these productive resources and explain what each means. (4 points)

Identify

Identify

Explain

Explain

Assessment Scoring Guidelines

1. Answer D is correct.
2. Answer B is correct.
3. Answer B is correct.
4. An exemplary 4-point response may include:

Identify: Land

Explain: Land includes water, soil, minerals, animals, and plants.

Identify: Labor

Explain: Labor means workers with skills and talents.

Identify: Capital

Explain: Capital is money needed to help the company get started.

Identify: Entrepreneurship

Explain: The ability to get a business started.



SOCIAL STUDIES • GRADE 4

On Level

Benchmark	Grade-Level Indicator
Economics: A	Scarcity and Resource Allocation: 1, 2
Economics: B	Production, Distribution and Consumption: 3
Economics: C	Markets: 5

Assessments

Ohio's Productive Resources

Print pages 57–59 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Two brothers work for their father's business. Their father says that he will provide the land, labor, and capital to help his sons start their own businesses when they are ready.

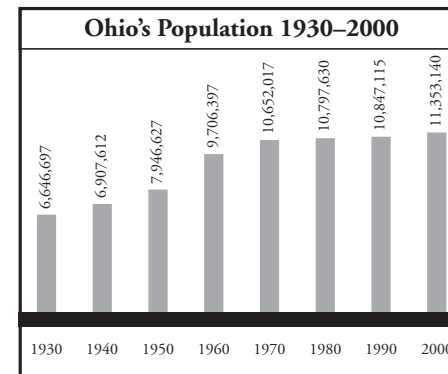
What other productive resource is needed in order to be successful business owners?

- Ⓐ monopoly
 - Ⓑ competition
 - Ⓒ specialization
 - Ⓓ entrepreneurship
2. Between 1825 and 1845, many canals were built in Ohio.
- How did the presence of canals help Ohio's economy?
- Ⓐ Underwater salt mines were discovered.
 - Ⓑ The canals allowed more people to move westward.
 - Ⓒ The canals allowed more people to move westward.
 - Ⓓ Entrepreneurs could do business with people farther away.

Write your answer in the boxes.

3. The following chart shows Ohio's population from 1930 to 2000.

Explain why Ohio's population increased steadily between 1930 and 1970 and remained about the same between 1970 and 2000. (2 points)



Explain 1930-1970

Explain 1970-2000

Check Understanding

Write your answers in the boxes.

4. Identify two Ohio entrepreneurs. Explain why they are called risk-takers.

Identify

Identify

Explain

Explain

Assessment Scoring Guidelines

1. Answer D is correct.
2. Answer D is correct.
3. An exemplary 2-point response will include:

Explain: Between 1930 and 1970, Ohio was a leader in manufactured goods. This meant a lot of people moved to the state for jobs.

Explain Between 1970 and 2000, fewer people moved to the state because many of the factories had closed down. There were fewer jobs available.

4. An exemplary 4-point response may include:

Identify: Garrett Morgan

Explain: He invested money and time in the production of a traffic signal. He is a risk-taker because he did not know at the time whether he would lose money doing this or whether he would make a profit.

Identify: Thomas Worthington

Explain: He invested his capital in new industries in Ohio. At the time, he did not know if he would lose money doing this or whether he would make a profit.



SOCIAL STUDIES • GRADE 4

Above Level

Benchmark	Grade-Level Indicator
Economics: A	Scarcity and Resource Allocation: 1, 2
Economics: B	Production, Distribution and Consumption: 3
Economics: C	Markets: 5

Assessments

Ohio's Productive Resources

Print pages 61–63 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. A business makes cat food and dog food. Recently, there have been more consumers demanding cat food than dog food. The business cannot afford to make more cat food and continue to make dog food. So, the business decides to stop making dog food.

What is the opportunity cost of the business's decision to make more cat food?

- Ⓐ The business will gain more customers.
- Ⓑ The business will earn less money selling cat food.
- Ⓒ The business will be unable to earn money from selling dog food.
- Ⓓ The business will have extra dog food that they are unable to sell.

2. A company must have four productive resources to produce goods or services.

What are these four productive resources?

- Ⓐ competition, economy, land, drive
- Ⓑ profit, monopoly, drive, technology
- Ⓒ land, labor, capital, entrepreneurship
- Ⓓ economy, investment, monopoly, labor

Write your answer in the boxes.

3. Identify two reasons why competition is good for consumers. (2 points)

Identify

Identify

Check Understanding

Write your answers in the boxes.

4. Specialization is when a business sells only one or a few types of goods or services.

Compare and contrast how specialization occurred in Akron and in Dayton. (4 points)

Compare

Akron

--

Dayton

--

Contrast

Akron

--

Dayton

--

Assessment Scoring Guidelines

1. Answer C is correct.
2. Answer C is correct.
3. An exemplary 2-point response will include:
Identify: The consumers have more choices.
Identify: The consumers can find lower prices.

4. An exemplary 4-point response will include:
Compare: John Patterson built the National Cash Register factory in Dayton. The only goods they sold were cash registers. Benjamin F. Goodrich built the B.F. Goodrich Company in Akron. The only goods they sold were rubber products.
Contrast: Patterson's company still exists, manufacturing cash registers in Dayton. Goodrich's company attracted competitors to the area and was sold to a French competitor in 1988.



SOCIAL STUDIES • GRADE 4

Below Level

Benchmark	Grade-Level Indicator
History: C	Growth: 6
Social Studies Skills and Methods: B	Thinking and Organizing: 5

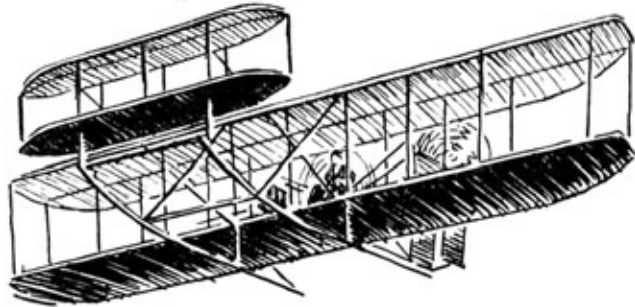
Assessments

Ohioans Who Helped America Grow

Print pages 65–67 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.



1. Who developed the first plane to cross the United States?
Ⓐ Garrett Morgan
Ⓑ Charles Kettering
Ⓒ Wilbur and Orville Wright
Ⓓ William Holmes McGuffey
2. What did Granville Woods invent that improved the telephone?
Ⓐ air brakes
Ⓑ propellers
Ⓒ the incubator
Ⓓ the transmitter

3. Read the passage about Charles Kettering. Then answer the question.

Have you seen old pictures of people cranking the first cars to start them? Kettering solved that problem. He invented an electric starter for cars. Soon every car had one.

What is the main idea in this passage?

- Ⓐ Charles Kettering was an inventor.
- Ⓑ Charles Kettering cranked cars to start them.
- Ⓒ Charles Kettering invented an electric starter for cars.
- Ⓓ Charles Kettering took pictures of people and their cars.

Check Understanding

Write your answers in the boxes.

4. You have read about several famous inventors from Ohio. Identify two common traits that these inventors shared which helped make them successful. Explain why these traits were important. (4 points)

Identify

Identify

Explain

Explain

Assessment Scoring Guidelines

1. Answer C is correct.
2. Answer D is correct.
3. Answer C is correct.
4. An exemplary 4-point response may include:

Identify: creativity

Explain: Each inventor had to think of new ideas to solve problems

Identify: determination

Explain: Each inventor faced obstacles which they had to overcome.

Identify: curiosity

Explain: Each inventor was curious about things around them

Identify: ambition

Explain: Each inventor worked very hard to reach their goals



SOCIAL STUDIES • GRADE 4

On Level

Benchmark	Grade-Level Indicator
History: C	Growth: 6
Social Studies Skills and Methods: B	Thinking and Organizing: 5

Assessments

Ohioans Who Helped America Grow

Print pages 69–71 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. What did Charles Kettering invent that is still used in hospitals today?
Ⓐ the incubator Ⓒ the transmitter
Ⓑ the gas mask Ⓓ the electric starter

2. Read the passage about Maya Lin. Then answer the question.

In 1981, more than 1,400 artists entered a contest to design the Vietnam Veterans Memorial. Maya Lin's design was chosen. Born in 1959 in Athens, Ohio, Lin was only 21 at that time. The name of every soldier who died during the Vietnam War is carved on the memorial. You can visit it in Washington, DC.

What is the main idea in this passage?

- Ⓐ Maya Lin was born in Athens, Ohio.
- Ⓑ More than 1,400 artists entered the design contest
- Ⓒ The Vietnam Veterans Memorial is located in Washington, DC.
- Ⓓ Maya Lin's design was chosen for the Vietnam Veterans Memorial.

Write your answer in the boxes.

3. Thomas Edison received more than 1,000 patents for his inventions.

Identify two of Thomas Edison's inventions. (2 points)

Identify

Identify

Check Understanding

Write your answers in the boxes.

4. Identify two famous Ohio inventors who faced discrimination. Then describe how each inventor reacted to the discrimination. (4 points)

Identify

Identify

Describe

Describe

Assessment Scoring Guidelines

1. Answer A is correct.
2. Answer D is correct.
3. An exemplary 2-point response may include:
 - Identify:** Alkaline batteries
 - Identify:** The phonograph
 - Identify:** The electric light bulb
 - Identify:** The motion-picture projector
4. An exemplary 4-point response will include:
 - Identify:** Granville Woods
 - Explain:** He moved to Cincinnati and opened his own machine shop.

 - Identify:** Garrett Morgan
 - Explain:** He hired a white actor to pretend to be the inventor of his gas mask.



SOCIAL STUDIES • GRADE 4

Above Level

Benchmark	Grade-Level Indicator
History: C	Growth: 6
Social Studies Skills and Methods: B	Thinking and Organizing: 5

Assessments

Ohioans Who Helped America Grow

Print pages 73–75 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. What did Granville Woods invent that helped decrease train accidents?
Ⓐ air brakes Ⓒ the transmitter
Ⓑ propellers Ⓓ the traffic signal

2. Read the passage about Thomas Edison. Then answer the question.

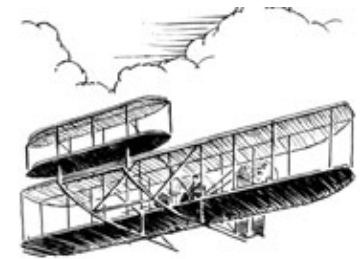
Edison changed the way inventors worked. He felt invention was a team effort. He hired people with different skills to work on solving problems. For example, when he decided to develop an electric light, he hired a team of people including designers, chemists, and others who knew how to operate many different types of machinery. The team tested hundreds of materials to determine which would work best.

What is the main idea in this passage?

- Ⓐ Edison did not actually invent the electric light.
- Ⓑ Edison believed that invention required teamwork.
- Ⓒ Edison needed a team of people to invent the electric light.
- Ⓓ Edison wanted to become an expert in chemistry and machinery.

Write your answer in the boxes.

3. This picture shows *The Flyer*, which was developed by Wilbur and Orville Wright.



The Wright Brothers invented ways to control a plane's flight. Identify two ways these inventions helped pilots. (2 points)

Identify

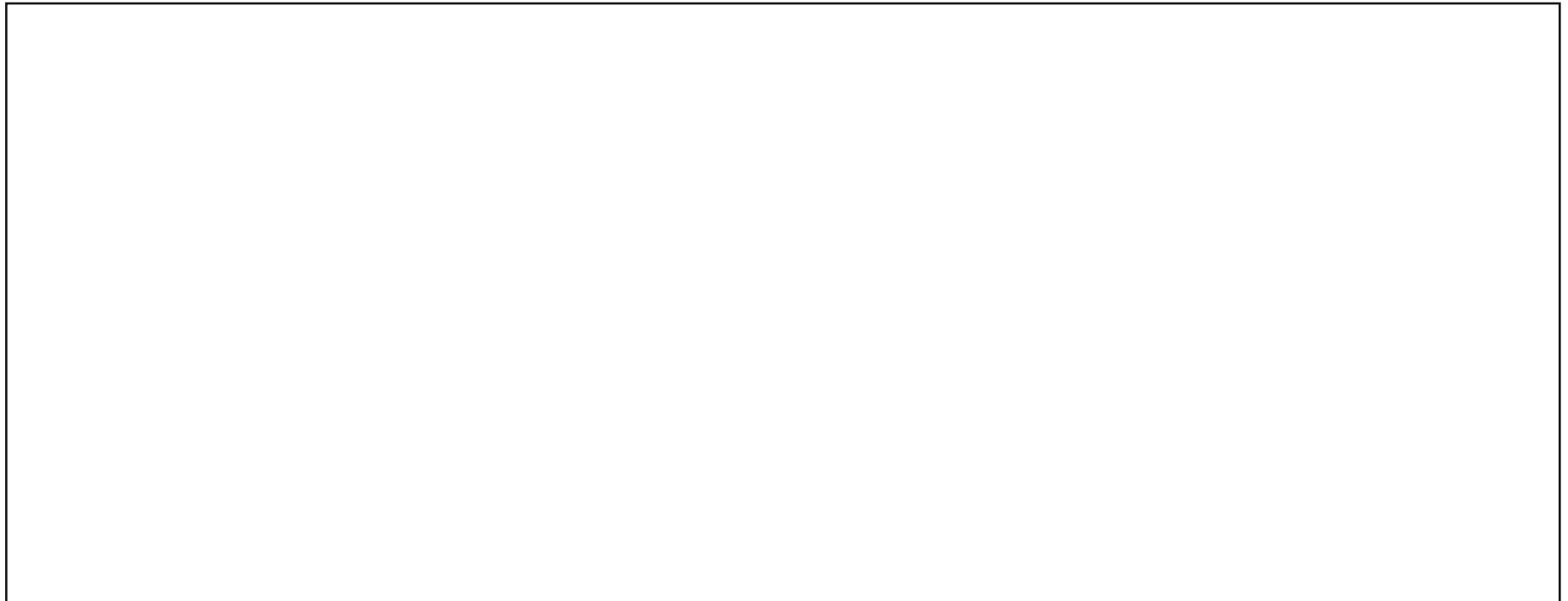
Identify

Check Understanding

Write your answers in the boxes.

4. Draw a timeline that accurately shows these events:

- 1876 – Charles Kettering is born.
- 1904 – Charles Kettering gets his college degree.
- 1958 – Charles Kettering dies.
- 1877 – Garrett Morgan is born.
- 1916 – Garrett Morgan uses his gas mask to rescue 32 miners.
- 1963 – Garrett Morgan dies.



Assessment Scoring Guidelines

1. Answer A is correct.
2. Answer B is correct.
3. An exemplary 2-point response may include:
 - Identify:** Pilots had the ability to turn the plane.
 - Identify:** Pilots had the ability to fly the plane higher and lower.
 - Identify:** Pilot had the ability to land the plane without crashing.
4. An exemplary 4-point response will provide a horizontal or vertical timeline with appropriately spaced and labeled time intervals of all four events in chronological order.



SOCIAL STUDIES • GRADE 4

Below Level

Benchmark	Grade-Level Indicator
Economics: A	Scarcity and Resource Allocation: 1, 2
Economics: B	Production, Distribution, & Consumption, 3
Economics: C	Markets: 4, 5

Assessments

The Rise of Industry

Print pages 77–79 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. What is one way that industries reduced competition?

- Ⓐ They invested in other industries.
- Ⓑ They raised the prices of their products.
- Ⓒ They increased their supply of a product.
- Ⓓ They invented products that no one else had.

2. What development helped companies lower their production costs?

- Ⓐ commerce
- Ⓑ investment
- Ⓒ mass production
- Ⓓ entrepreneurship

3. In the 1850s, many immigrants moved to the United States. These immigrants needed corn and other grains to survive. But, they did not have land. As a result, Ohio farmers grew more crops. They sold the corn and other grains to the immigrants.

This situation is an example of what?

- Ⓐ specialization
- Ⓑ capital resources
- Ⓒ cottage industries
- Ⓓ supply and demand

Check Understanding

Draw your time line in the boxes.

4. Inventors helped to expand industry in Ohio.

Draw a time line that accurately shows these birth dates of Ohio's early inventors. Be sure that the events are in the correct order and that you label evenly spaced intervals in your timeline. (4 points)

1856 - Granville Woods

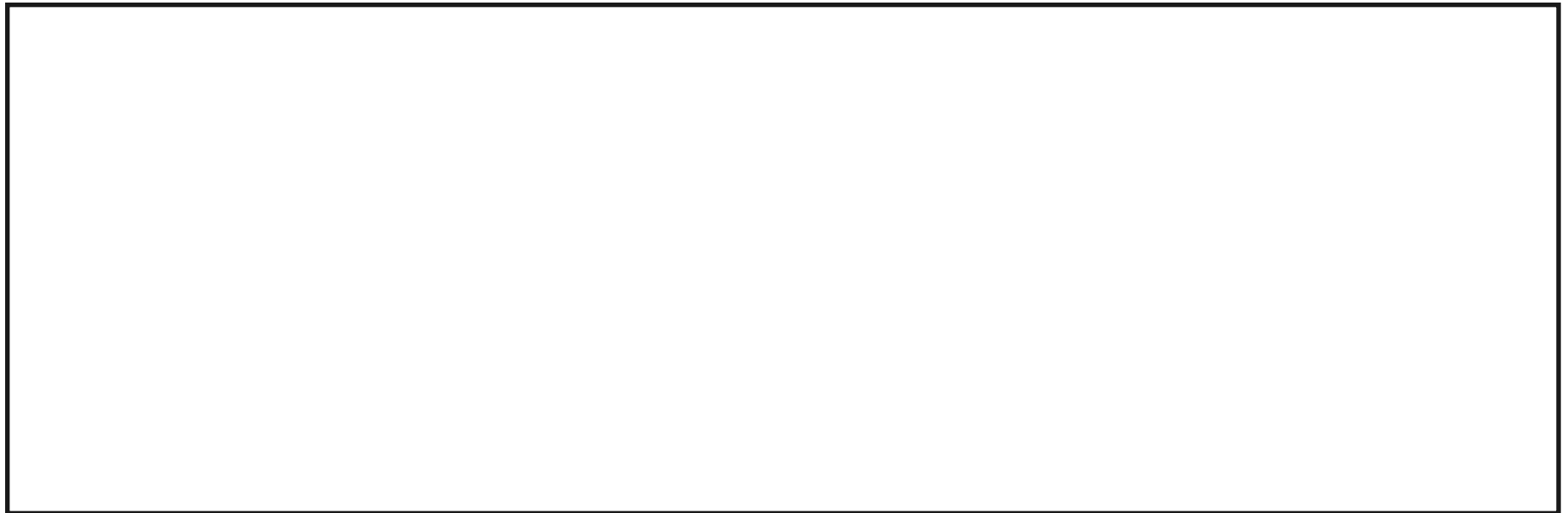
1876 - Charles Kettering

1847 - Thomas Edison

1892 - Arthur H. Compton

1849 - Charles Francis Brush

1863 - Charles M. Hall



Assessment Scoring Guidelines

1. Answer D is correct.
2. Answer C is correct.
3. Answer D is correct.
4. An exemplary 4-point response will provide a horizontal or vertical timeline with appropriately spaced and labeled time intervals of all six events in chronological order.



SOCIAL STUDIES • GRADE 4

On Level

Benchmark	Grade-Level Indicator
Economics: A	Scarcity and Resource Allocation: 1, 2
Economics: B	Production, Distribution, & Consumption, 3
Economics: C	Markets: 4, 5

Assessments

The Rise of Industry

Print pages 81–83 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Which statement is an example of a risk?
 - Ⓐ A company focuses on production of one item.
 - Ⓑ An inventor patents a product that no one else has.
 - Ⓒ A farmer supplies corn to immigrants without land.
 - Ⓓ An entrepreneur invests his money in a new industry.

2. As industry expanded in Ohio, some entrepreneurs saw a market for natural resources among manufacturers.
Which of the following is a natural resource?
 - Ⓐ coal
 - Ⓑ steel
 - Ⓒ glass
 - Ⓓ canals

Write your answer in the boxes.

3. A union is a group of workers joined together to protect and further their interests.

Identify two things that unions demanded from business owners. (2 points)

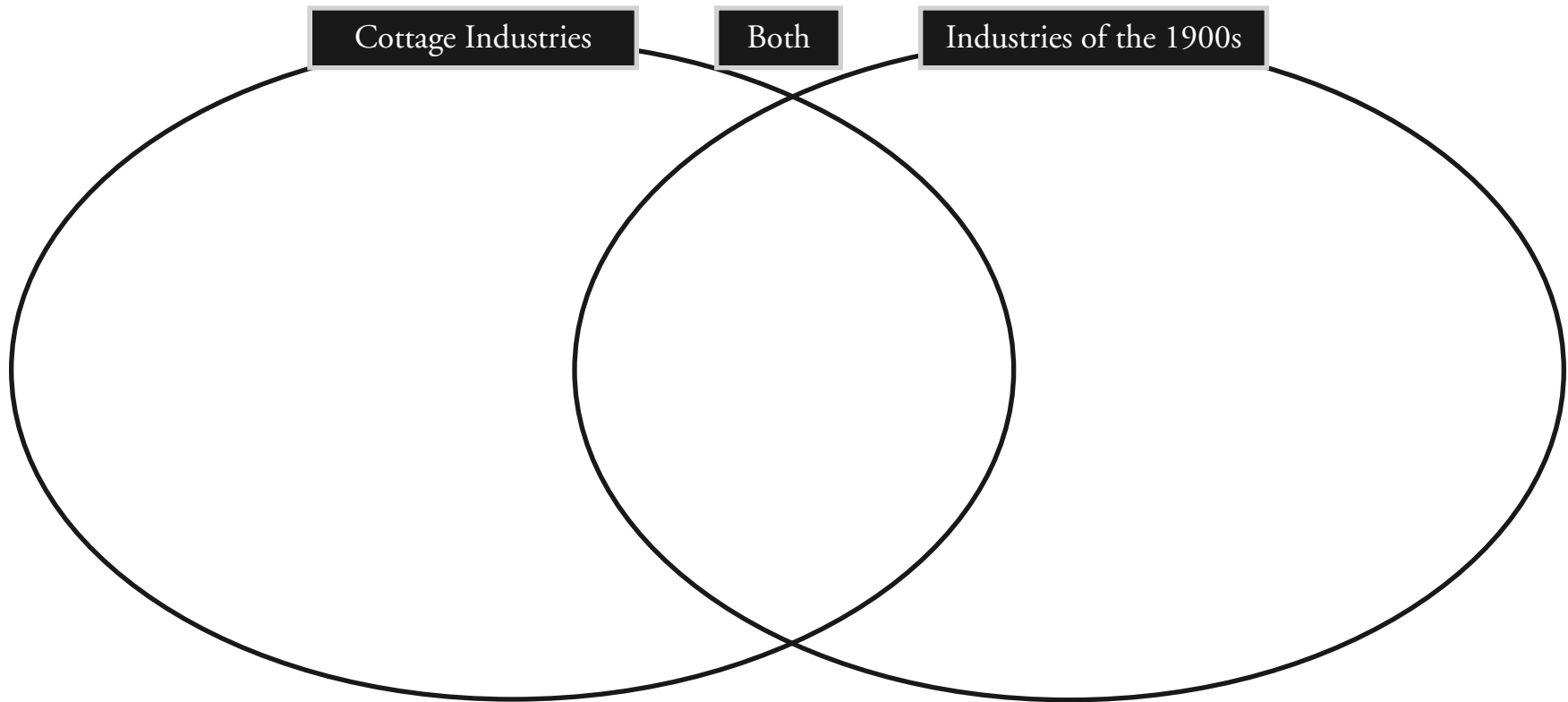
Identify

Identify

Check Understanding

Write your answers in the Venn diagram.

4. Compare and contrast cottage industries to industries in the 1900s. Identify one way the industries were similar and three ways the industries were different. (4 points)



Assessment Scoring Guidelines

1. Answer D is correct.
2. Answer A is correct.
3. An exemplary 2-point response may include:
 - Identify:** A better salary
 - Identify:** Safe working conditions
 - Identify:** Set working hours
4. An exemplary 4-point response may include:
 - Compare:** Both industries used specialization.
 - Compare:** Both industries used available natural resources to make products people wanted or needed.
 - Contrast:** Cottage industries used bartering, while industries in the 1900s only used money to buy and sell products.
 - Contrast:** Industries in the 1900s used division of labor so workers did not need special skills.
 - Contrast:** Industries in the 1900s had to compete for productive resources.



SOCIAL STUDIES • GRADE 4

Above Level

Benchmark	Grade-Level Indicator
Economics: A	Scarcity and Resource Allocation: 1, 2
Economics: B	Production, Distribution, & Consumption, 3
Economics: C	Markets: 4, 5

Assessments

The Rise of Industry

Print pages 85–87 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Early small businesses were called cottage industries. These first industries were a result of specialization. Why did people begin to specialize?
 A New inventions made new industries possible.
 B There were not enough natural resources for everyone.
 C Immigrants shared new skills and knowledge with Ohioans.
 D It was easier to make one kind of product and buy the others.

2. By the early 1900s, industry was expanding rapidly. Some companies made everyday products while others focused on production of capital resources. Which of the following is a capital resource?
 A soap
 B lamps
 C rubber
 D clothing

Write your answer in the boxes.

3. Luce Furniture has been in business since 1940. It is the only furniture company in a small town. Two months ago, a new furniture store opened its doors in the same town. The new company has more variety and lower prices than Luce Furniture.

Predict what will happen to Luce Furniture. Explain one way the owner can compete with the new store.
(2 points)

Predict

Explain

Check Understanding

Write your answers in the boxes.

4. Mass production is the process of using machines or an assembly line to make a lot of one product.

Identify two ways that mass production affected industry and two ways that it affected workers. (4 points)

Industry

Identify

Identify

Workers

Identify

Identify

Assessment Scoring Guidelines

1. Answer D is correct.
2. Answer C is correct.
3. An exemplary 2-point response may include:
 - Identify:** Luce Furniture will go out of business.
 - Explain:** The owner can find a way to lower his prices.
 - Explain:** The owner can add more variety to his selection.
 - Explain:** The owner can ensure that his furniture is of better quality.
4. An exemplary 4-point response will include:
 - Identify:** It lowered production costs.
 - Identify:** It made products quickly.
 - Identify:** It meant that more jobs were available for people without training.
 - Identify:** It meant workers were paid very little.



SOCIAL STUDIES • GRADE 4

Below Level

Benchmark	Grade-Level Indicator
History: A	Chronology: 1
People in Societies: B	Interaction: 3

Assessments

Ohio's Story of Immigration

Print pages 89–91 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. In the 1840s, farmers immigrated to Ohio after a disease destroyed their potato crops.

These immigrants came from which country?

- Ⓐ Ireland
- Ⓑ Slovenia
- Ⓒ Germany
- Ⓓ Switzerland

2. What main cause of immigration explains why the Amish came to America?

- Ⓐ war
- Ⓑ family ties
- Ⓒ religious persecution
- Ⓓ desire for better jobs

Write your answers in the boxes.

3. After World War I, fewer European immigrants came to America. But, there were still many manufacturing jobs in Ohio.

Identify the two groups of people that came to Ohio from other places in the United States. (2 points)

Identify

Identify

Check Understanding

Write your answers in the boxes.

4. Native American tribes migrated to Ohio in the 1600s.

Identify two of these tribes and describe their cultural practices. (4 points)

Identify

Identify

Explain

Explain

Assessment Scoring Guidelines

1. Answer A is correct.
2. Answer C is correct.
3. An exemplar 2-point response will include:

Identify: African Americans

Identify: People from Appalachia

4. An exemplary 4-point response may include:

Identify: Miami

Explain: The Miami hunted, farmed, and lived in wigwams. They spoke Algonquian and decorated their bodies with tattoos.

Identify: Delaware

Describe: The Delaware migrated from Pennsylvania and Delaware. They spoke Algonquian, hunted, and farmed.

Identify: Mingo

Describe: The Mingo, also known as the Seneca, came from New York and Pennsylvania. They also wore deerskin clothing. Their houses had bark roofs and could be up to 150 feet long. They were called longhouses.



SOCIAL STUDIES • GRADE 4

On Level

Benchmark	Grade-Level Indicator
History: A	Chronology: 1
People in Societies: B	Interaction: 3

Assessments

Ohio's Story of Immigration

Print pages 93–95 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Religious persecution is one reason for immigration. Quakers left England so they could freely practice their religion in America.

What was one main belief of the Quakers?

- Ⓐ Slavery is wrong.
 - Ⓑ No one can own the land.
 - Ⓒ Electricity is not necessary.
 - Ⓓ Catholics should be discriminated against.
2. Which city in Ohio became a center for German immigration in the 1830s?
- Ⓐ Akron
 - Ⓑ Marietta
 - Ⓒ Cincinnati
 - Ⓓ Cleveland

Write your answers in the boxes.

3. By the 1600s, many Native American tribes had migrated to Ohio from Canada or other states.

Identify one Native American tribe that migrated to Ohio. Describe the group's origins and traditions.

(2 points)

Identify

Describe

Check Understanding

Write your answers in the boxes.

4. Ohio has welcomed many immigrants over the years.

Identify two immigrant groups that came to Ohio in the 1900s. Then, explain why each group came to America.
(4 points)

Identify

Identify

Explain

Explain

Assessment Scoring Guidelines

1. Answer A is correct.
2. Answer C is correct.
3. An exemplar 2-point response may include:

Identify: Delaware

Describe: The Delaware migrated from Pennsylvania and Delaware. They spoke Algonquian, hunted, and farmed.

4. An exemplary 4-point response may include:

Identify: Somalis

Explain: In 1991, about 40,000 Somalis came to Columbus, Ohio to escape war in their country.

Identify: Hispanics

Explain: People from Puerto Rico, Mexico, and Cuba came to work in steel mills in Lorain, Ohio during the 1950s and 1960s.



SOCIAL STUDIES • GRADE 4

Above Level

Benchmark	Grade-Level Indicator
History: A	Chronology: 1
People in Societies: B	Interaction: 3

Assessments

Ohio's Story of Immigration

Print pages 97–99 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. A war in which country resulted in about 40,000 immigrants coming to Columbus, Ohio in the 1990s?
 Ⓐ Russia
 Ⓑ France
 Ⓒ Somalia
 Ⓓ Hungary

2. At the end of World War 1, there was a decline in immigration from Europe. However, there were still plenty of job opportunities in cities like Akron. The Great Migration, which started in 1910 and lasted for about 30 years, brought more workers to Ohio.
What was the Great Migration?
 Ⓐ The arrival of Poles, Slovaks, and Slovenes from Europe.
 Ⓑ The movement of families from Appalachia to northern Ohio.
 Ⓒ The arrival of immigrants from Puerto Rico, Mexico, and Cuba.
 Ⓓ The movement of African Americans from the south to the north.

Draw your time line in the box.

3. Draw a timeline that accurately shows these events in Ohio:
 - 1940s – Ukrainian and Hungarian begin arriving to escape oppression.
 - 1880s – Jews facing religious persecution in Russia begin arriving.
 - 1950s – Hispanic immigrants begin arriving to work in the steel mills.
 - 1870s – Southern and eastern immigrants begin arriving in Cleveland.



Check Understanding

Write your answers in the boxes.

4. By the 1600s, Algonquian tribes such as the Ottawa, Miami, Shawnee, and Delaware migrated to Ohio. In addition, Iroquois tribes such as the Wyandot and Mingo came to Ohio from the east.

Choose one Algonquian tribe and one Iroquois tribe. Compare and contrast the origins and practices of these two groups. (2 points)

Compare

Contrast

Assessment Scoring Guidelines

1. Answer C is correct.
2. Answer D is correct.
3. An exemplar 2-point response will provide a horizontal or vertical timeline with appropriately spaced and labeled time intervals of all four events in chronological order.
4. An exemplary 2-point response may include:

Compare: Both the Ottawa and the Wyandot came to Ohio from Canada. Both tribes wore deerskin clothing.

Contrast: The Ottawa spoke Algonquian whereas the Wyandot spoke Iroquois. The Ottawa lived in wigwams and decorated their bodies with tattoos. The Wyandot lived in longhouses.



SOCIAL STUDIES • GRADE 4

Below Level

Benchmark	Grade-Level Indicator
Government: A	Role of Government: 1, 2
Government: B	Rules and Laws: 3, 4
Citizenship: A	Participation: 1
Citizenship: B	Rights & Responsibilities: 2, 3, 4

Assessments

Citizenship and Government in Ohio

Print pages 100–103 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. What is one way that citizens can communicate with government officials?
 - Ⓐ get an education
 - Ⓑ vote in an election
 - Ⓒ attend a public hearing
 - Ⓓ perform voluntary service

2. Both Ohio's government and the United States government use a system of checks and balances. Why does the system of checks and balances exist?
 - Ⓐ to enforce the state laws
 - Ⓑ to help and educate citizens
 - Ⓒ to limit the government's power
 - Ⓓ to allow citizens to influence the government

Write your answers in the boxes.

3. Identify the government branch that uses the court system. Then, identify the court that hears the most important cases in the state of Ohio. (2 points)


Identify

Identify

Check Understanding

Draw your chart in the box.

4. Draw a chart showing the three branches of the Ohio government. Write a caption that explains the main job of each branch. (4 points)



Assessment Scoring Guidelines

1. Answer C is correct.
2. Answer C is correct.
3. An exemplary 2-point response will include:
Identify: Judicial
Explain: The Ohio Supreme Court
4. Students should create a chart containing the following information. The chart should be labeled clearly and correctly.
Branch: Legislative
Job: Writing and making new laws
Branch: Executive
Job: Carrying out and enforcing laws
Branch: Judicial
Job: Applying and interpreting state laws



SOCIAL STUDIES • GRADE 4

On Level

Benchmark	Grade-Level Indicator
Government: A	Role of Government: 1, 2
Government: B	Rules and Laws: 3, 4
Citizenship: A	Participation: 1
Citizenship: B	Rights & Responsibilities: 2, 3, 4

Assessments

Citizenship and Government in Ohio

Print pages 105–107 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Which of the following is considered both a duty and a right of all U.S. citizens?
 - Ⓐ voting in elections
 - Ⓑ attending public hearings
 - Ⓒ becoming a public servant
 - Ⓓ serving as a law enforcement officer

2. What is the main responsibility of the judicial branch in the Ohio government?
 - Ⓐ carrying out and enforcing laws
 - Ⓑ collecting and spending state money
 - Ⓒ writing bills and voting for new laws
 - Ⓓ applying and interpreting the state laws

Write your answers in the boxes.

3. Identify one service organization. Then, explain why people perform voluntary service. (2 points)

Identify

Explain

Check Understanding

Write your answers in the boxes.

4. Explain the purpose of checks and balances. Giving one example, predict what would happen if the system of checks and balances did not exist in the Ohio government. (2 points)

Explain

Predict

Assessment Scoring Guidelines

1. Answer A is correct.
2. Answer D is correct.
3. An exemplary 2-point response will include:
Identify: Habitat for Humanity
Explain: People perform voluntary service to promote the common good.

4. An exemplary 4-point response may include:
Explain: The system of checks and balances ensures that the government's power is limited.
Predict: If checks and balances did not exist, the government would have too much power. The executive branch could veto any law that the legislative branch passed. This would make the legislative branch unnecessary.



SOCIAL STUDIES • GRADE 4

Above Level

Benchmark	Grade-Level Indicator
Government: A	Role of Government: 1, 2
Government: B	Rules and Laws: 3, 4
Citizenship: A	Participation: 1
Citizenship: B	Rights & Responsibilities: 2, 3, 4

Assessments

Citizenship and Government in Ohio

Print pages 109–111 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. For which activity is the executive branch of the Ohio government mainly responsible?
 - Ⓐ carrying out and enforcing laws
 - Ⓑ writing bills and voting for new laws
 - Ⓒ deciding cases and punishing criminals
 - Ⓓ applying and interpreting the Ohio Constitution

2. Marcus, a nurse, is unhappy that his state representative has repeatedly supported cutting funding to hospitals and clinics.

What can Marcus do to increase funding to hospitals and clinics?

 - Ⓐ perform voluntary service at the local hospital
 - Ⓑ complain about the state representative in the Ohio Supreme Court
 - Ⓒ vote in the next election for a state representative who shares his views
 - Ⓓ write a letter to the local newspaper detailing the state representative's mistakes

Write your answers in the boxes.

3. Identify the system of government that exists in the United States. Explain why this system is attractive to immigrants who have been persecuted in their home countries. (2 points)

Identify

Explain

Check Understanding

Write your answers in the boxes.

4. Identify two branches of Ohio's government. Then, explain how each branch can check the power of another branch.
(4 points)

Identify

Identify

Explain

Explain

Assessment Scoring Guidelines

1. Answer A is correct.
2. Answer C is correct.
3. An exemplary 2-point response will include:
Identify: Democracy
Explain: A democratic government protects individual freedoms.
4. An exemplary 4-point response may include:
Identify: Legislative
Explain: The legislative branch can reverse a veto (performed by the executive branch) with a certain number of votes.
Identify: Judicial
Explain: The judicial branch can rule that a law passed by the legislative branch is not allowed by the constitution.
Identify: Executive
Explain: The executive branch can veto a law passed by the legislative branch.



SOCIAL STUDIES • GRADE 4

Below Level

Benchmark	Grade-Level Indicator
Geography: B	Places and Regions: 5, 6, 7
Geography: C	Human Environmental Interaction: 8, 9

Assessments

Ohio's Geography

Print pages 113–115 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. What landform makes central Ohio good for farming?

- Ⓐ hills
- Ⓑ plains
- Ⓒ plateaus
- Ⓓ mountains

2. What helped to shape Ohio's geography?

- Ⓐ A glacier
- Ⓑ A volcano
- Ⓒ A forest fire
- Ⓓ An earthquake

3. Many of Ohio's northern rivers empty into which body of water?



- Ⓐ Lake Erie
- Ⓑ Atlantic Ocean
- Ⓒ Mississippi River
- Ⓓ Miami and Erie Canal

Check Understanding

Write your answers in the boxes.

4. Identify one renewable resource and one non-renewable resource that exist in Ohio. Explain how Ohioans have used each resource. (4 points)

Identify

Identify

Explain

Explain

Assessment Scoring Guidelines

1. Answer B is correct.
2. Answer A is correct.
3. Answer A is correct.
4. An exemplary 4-point response may include:
 - Identify:** Renewable Resource – Trees
 - Explain:** Ohioans cut down trees for lumber. They used the wood to build houses.
 - Identify:** Non-renewable Resource – Iron Ore
 - Explain:** Ohioans have mined iron ore to make steel.



SOCIAL STUDIES • GRADE 4

On Level

Benchmark	Grade-Level Indicator
Geography: B	Places and Regions: 5, 6, 7
Geography: C	Human Environmental Interaction: 8, 9

Assessments

Ohio's Geography

Print pages 117–119 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Which river in Ohio is the longest, at over 900 miles long?



- (A) Ohio River (C) Cuyahoga River
(B) Miami River (D) Sandusky River
2. Natural resources are can be renewable or non-renewable.
What is an example of a non-renewable resource?
- (A) coal (C) trees
(B) corn (D) water

Write your answers in the boxes.

3. Identify the type of climate that Ohio has. Then, identify the type of business that developed in Ohio as a result of this climate. (2 points)

Identify

Identify

Check Understanding

Write your answers in the boxes.

4. Geography describes the natural features that make a place unique. Plateaus, plains, rivers, and lakes are natural features.

Identify two of natural features in Ohio and describe how they affect Ohioans. (4 points)

Identify

Identify

Describe

Describe

Assessment Scoring Guidelines

1. Answer A is correct.
2. Answer A is correct.
3. An exemplary 2-point response will include:

Identify: Temperate

Identify: Farming

4. An exemplary 4-point response may include:

Identify: The Appalachian Plateau Region

Describe: The Appalachian Plateau Region exists in the eastern and southeastern part of Ohio. People living in this area cannot farm easily because the land is rocky and the soil is not fertile.

Identify: Lake Erie

Describe: Lake Erie borders the northeastern part of Ohio. People living in this area can easily travel to neighboring states. The lake increased trade opportunities for people in the 1800s.



SOCIAL STUDIES • GRADE 4

Above Level

Benchmark	Grade-Level Indicator
Geography: B	Places and Regions: 5, 6, 7
Geography: C	Human Environmental Interaction: 8, 9

Assessments

Ohio's Geography

Print pages 121–123 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

- As the population of an area grows, what is necessary to support it?
Ⓐ Natural resources
Ⓑ Renewable resources
Ⓒ Modern conveniences
Ⓓ Non-renewable resources
- Which two Ohio cities were major ports in the early 1800s?



- Ⓐ Akron and Toledo Ⓒ Cleveland and Toledo
Ⓑ Akron and Columbus Ⓓ Cleveland and Columbus

Write your answers in the boxes.

- Ohio today looks different than Ohio in the 1700s.

Identify two ways that Ohioans' actions have affected the state's geography. (2 points)

Identify

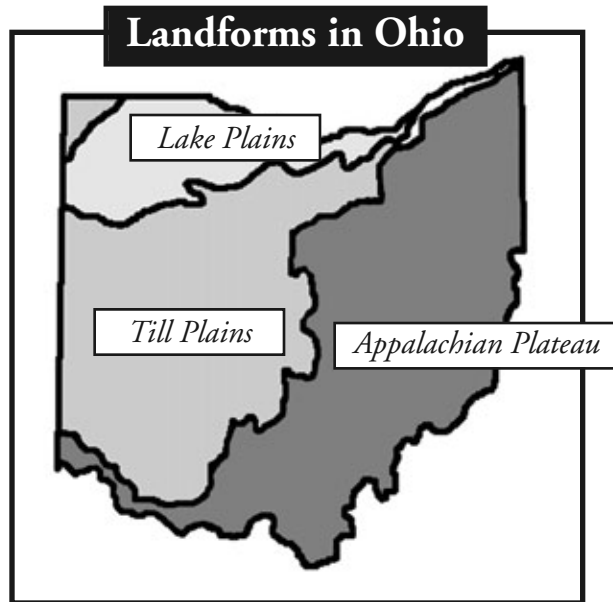
Identify

Check Understanding

Write your answers in the boxes.

4. The following map shows major landforms in Ohio.

Compare the geography of northeastern Ohio with the geography of southeastern Ohio. Explain how each landform got its name. (4 points)



Compare

Explain

Assessment Scoring Guidelines

1. Answer A is correct.
2. Answer C is correct.
3. An exemplary 2-point response may include:

Identify: Ohioans have carved away mountainsides for coal.

Identify: Ohioans have drained swamps to build cities.

Identify: Ohioans have cut down forests for lumber.

4. An exemplary 4-point response may include:

Compare: Northeastern Ohio is near Lake Erie so there is lake effect snow in the winter. There are lots of trees in northeastern Ohio. Southeastern Ohio has hills, forests, mineral deposits, gas, and oil.

Explain: The Lake Plains got their name because the land is flat and near Lake Erie. The Till Plains got their name because the plains were formed from the till left by the glacier. The Appalachian Plateau got its name because the glacier never flattened the land; it is like a big hill with a flat top.

Below Level



SOCIAL STUDIES • GRADE 4

Benchmark	Grade-Level Indicator
People in Societies: A, B	Cultures: 1 Interaction: 3
Geography: C	Human Environmental Interaction: 9
Economics: C	Markets: 6

Assessments

Ohio Today

Print pages 125–127 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

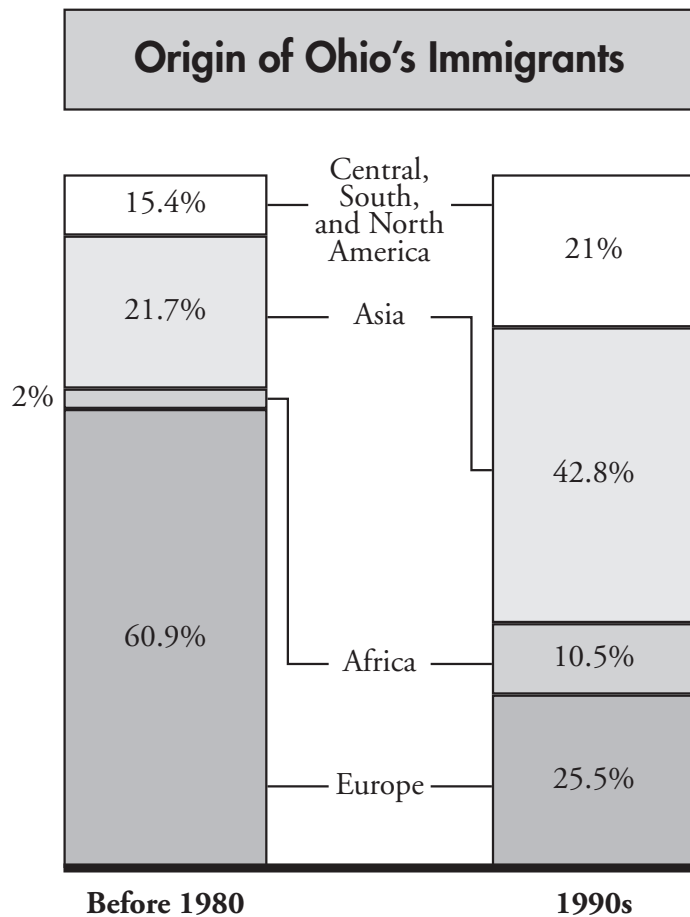
1. What is one reason that immigrants from Poland came to Ohio?
 - Ⓐ to establish farms
 - Ⓑ to search for gold
 - Ⓒ to work in steel mills
 - Ⓓ to locate their ancestors
2. In Ohio, the fastest growing jobs are in service industries. Which job is in the service industry?
 - Ⓐ miner
 - Ⓑ farmer
 - Ⓒ teacher
 - Ⓓ manufacturer
3. How is more than half of Ohio's land used today?
 - Ⓐ for forests
 - Ⓑ for mining
 - Ⓒ for suburbs
 - Ⓓ for farming
4. How is Ohio in 2000 different from Ohio in the 1700s?
 - Ⓐ Now we farm the land.
 - Ⓑ Now people live in communities.
 - Ⓒ Native Americans no longer live here.
 - Ⓓ Now our citizens come from more nations.
5. How does our use of the land today compare with our use of the land long ago?
 - Ⓐ Less land is developed now.
 - Ⓑ We have leveled all of Ohio's mountains.
 - Ⓒ We still use much of the land for farming.
 - Ⓓ Now only about 10 percent of the land is forested.
6. What do many of Ohio's industries depend?
 - Ⓐ car sales
 - Ⓑ health care
 - Ⓒ the weather
 - Ⓓ the cost of coal

Check Understanding

5. The following graphic shows the origin of Ohio's immigrants before 1980 and during the 1990s.

Identify the three regions of the world that had more immigrants coming to Ohio in the 1990s than before 1980.

Predict which region will see a decrease in immigrants coming to Ohio in the 2000s. (4 points)



Identify

Predict

Assessment Scoring Guidelines

1. Answer C is correct.
2. Answer C is correct.
3. Answer D is correct.
4. Answer D is correct.
5. Answer C is correct.
6. Answer A is correct.
5. An exemplary 4-point response will include:
 - Identify:** Central, South, and North America; Asia, and Africa
 - Predict:** Europe



SOCIAL STUDIES • GRADE 4

Benchmark	Grade-Level Indicator
People in Societies: A, B	Cultures: 1 Interaction: 3
Geography: C	Human Environmental Interaction: 9
Economics: C	Markets: 6

Assessments

Ohio Today

Print pages 129–131 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Today, Ohio is a top manufacturing state. What industry greatly affects the economy in Ohio?
 Ⓐ oil
 Ⓑ auto
 Ⓒ plastic
 Ⓓ computer

2. How is the population in Ohio expected to change between now and the year 2030?
 Ⓐ It is expected to grow slowly.
 Ⓑ It is expected to grow quickly.
 Ⓒ It is expected to decrease slowly.
 Ⓓ It is expected to decrease quickly.

Write your answers in the boxes.

2. Describe two ways a young person could increase his or her chances of finding a good job in Ohio today.
(2 points)

Describe

Describe

Check Understanding

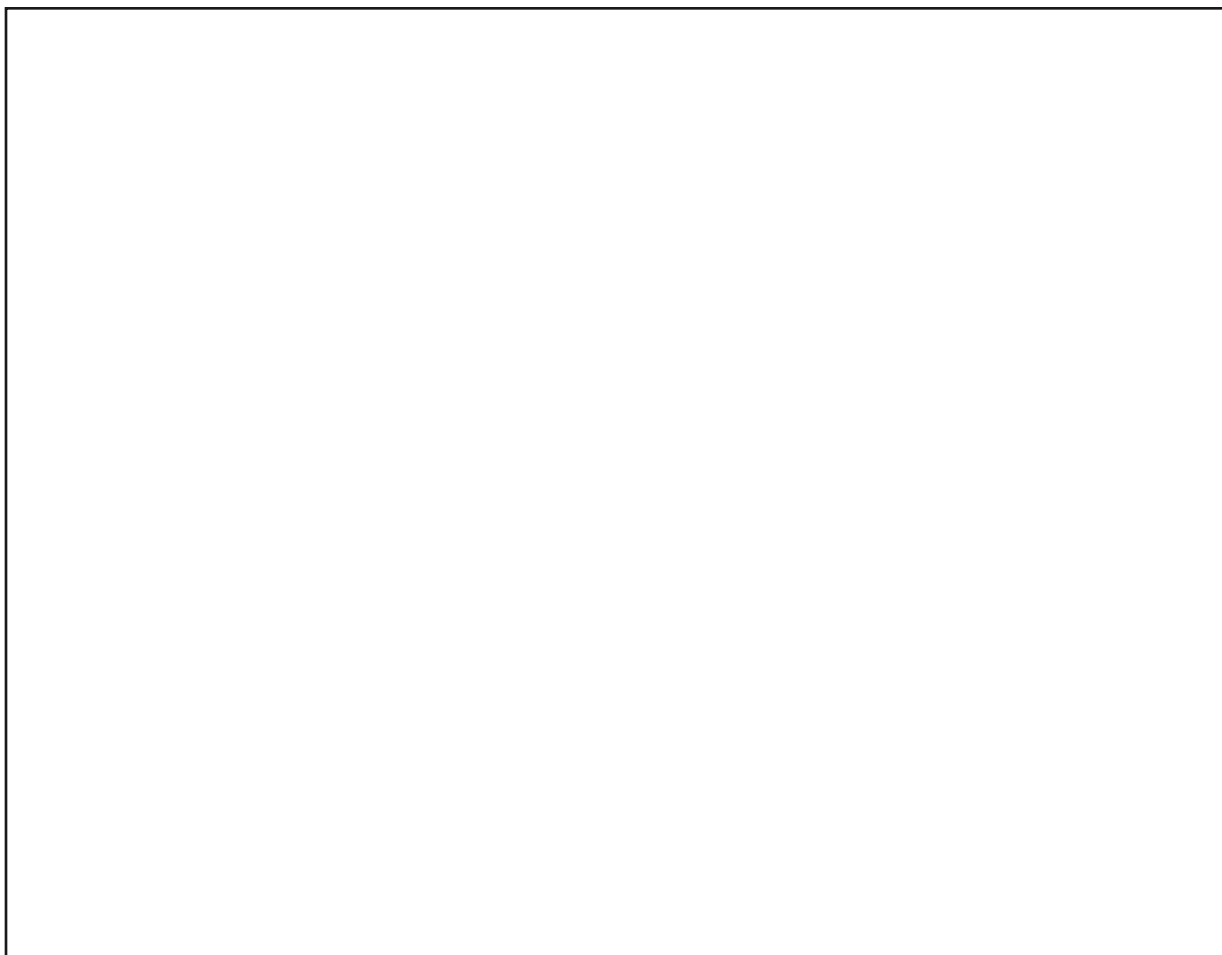
4. The chart below shows that the number of miners in Ohio has been decreasing.

Draw a bar graph that shows the decrease in the number of miners from 1920 until 2009. Give your graph a title and be sure to label the x-axis and the y-axis correctly.

Number of Miners in Ohio:

(1920 to 2009)

Year	Number of Miners
1920	50,000
1972	10,300
2009	2,300



Assessment Scoring Guidelines

1. Answer B is correct.
2. Answer A is correct.
3. An exemplary 2-point response may include:
 - Describe:** Get a good education.
 - Describe:** Pursue a career in health care or computers.
4. Students should create a bar graph displaying the percentage of workers in the manufacturing industry for the top 4 states.
 - The graph is labeled clearly and correctly on the horizontal axis.
 - The graph is labeled clearly and correctly on the vertical axis.
 - The bars are drawn accurately to reflect the data.
 - The graph demonstrates an understanding of the appropriate use of scale.
 - The graph has a title.

Above Level



SOCIAL STUDIES • GRADE 4

Benchmark	Grade-Level Indicator
People in Societies: A, B	Cultures: 1 Interaction: 3
Geography: C	Human Environmental Interaction: 9
Economics: C	Markets: 6

Assessments

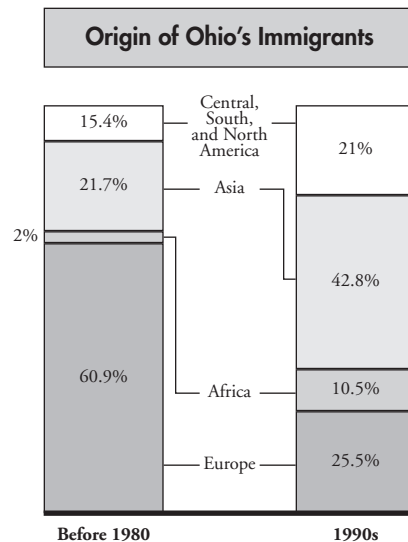
Ohio Today

Print pages 133–135 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. The following graphic shows the origin of Ohio's immigrants before 1980 and during the 1990s.



If the pattern continues, which statement accurately describes Ohio's immigrants in the year 2010?

- Ⓐ Less than 42% of Ohio's immigrants will come from Asia.
- Ⓑ Less than 10% of Ohio's immigrants will come from Africa.
- Ⓒ Less than 25% of Ohio's immigrants will come from Europe.
- Ⓓ Less than 21% of Ohio's immigrants will come from Central, South, and North America.

Write your answers in the boxes.

2. Identify one natural resource that exists in Ohio and explain how we use this resource. (2 points)

Identify

Explain

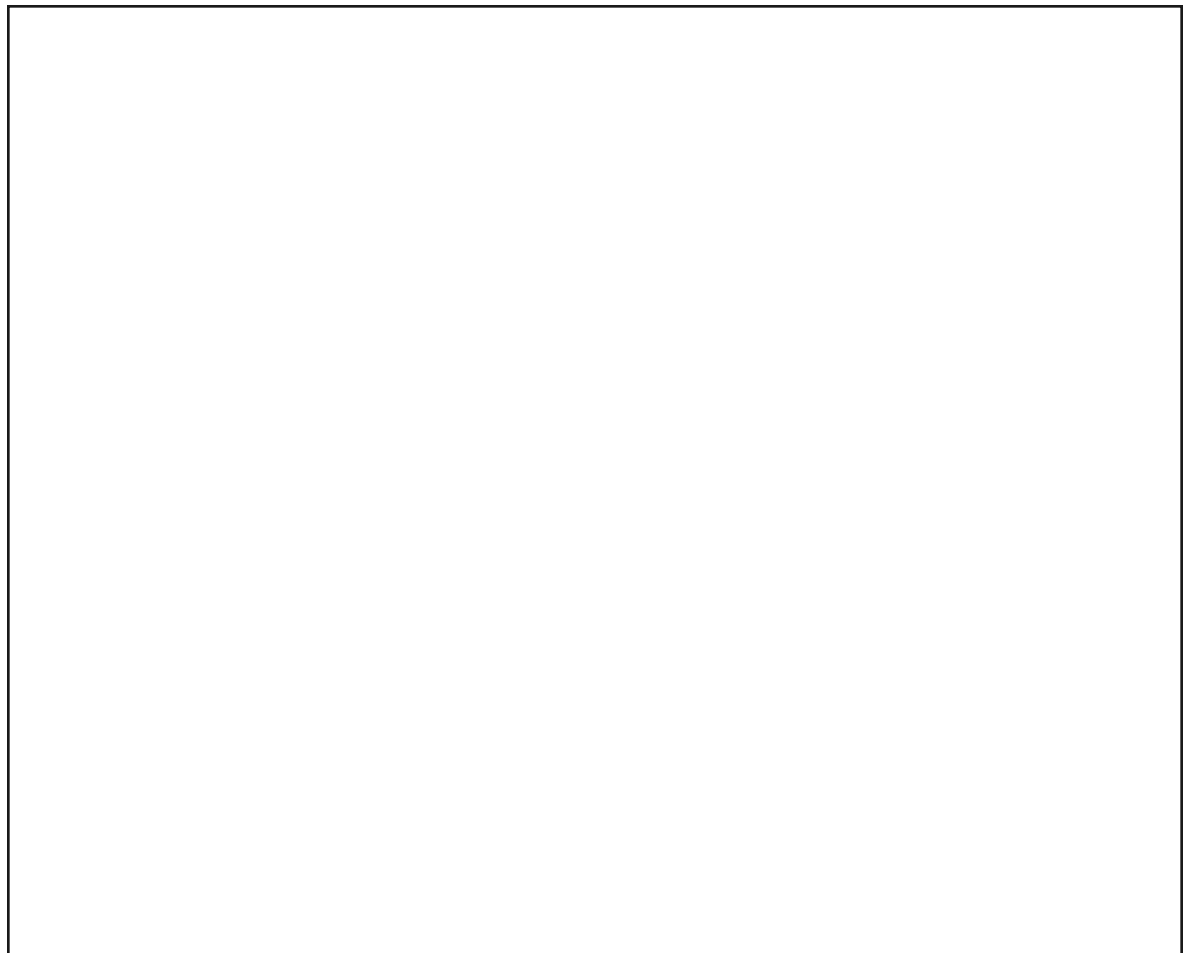
Check Understanding

3. The following chart shows the percentage of workers in the manufacturing industry by state in 2006.

Draw a bar graph that shows the percentage of workers in the manufacturing industry for the top 4 states in 2006. Be sure to title your graph and label the x-axis and the y-axis correctly. (4 points)

Workers in the Manufacturing Industry, 2006

Rank	State	Percent
1	Indiana	20.7
2	Wisconsin	19.4
3	Michigan	18.9
4	Ohio	17.0
5	Arkansas	16.3
6	Iowa	15.7
7	Alabama	15.6
7	South Carolina	15.6
9	Tennessee	15.4
10	Mississippi	15.3
11	Minnesota	14.6
12	Kentucky	14.4
13	North Carolina	14.3
14	Kansas	13.7
14	New Hampshire	13.7
16	Illinois	13.6
17	Pennsylvania	13.4
18	Oregon	12.7
19	Missouri	12.5
20	Connecticut	12.1



Assessment Scoring Guidelines

1. Answer C is correct.
2. An exemplary 2-point response may include:
 - Identify:** Coal
 - Explain:** Coal is used to make electricity.
 - Identify:** Sandstone
 - Explain:** Sandstone is used to construct buildings.
3. Students should create a bar graph displaying the percentage of workers in the manufacturing industry for the top 4 states.
 - The graph is labeled clearly and correctly on the horizontal axis.
 - The graph is labeled clearly and correctly on the vertical axis.
 - The bars are drawn accurately to reflect the data.
 - The graph demonstrates an understanding of the appropriate use of scale.
 - The graph has a title.