Social Studies

2017 Practice Test

Grade 3

Communication Assistance Script

This script is to be used by the Teacher, Test Administrator, or Interpreter to assist in signing the test for students who have the accommodation *Communication Assistance*. This is a secure document and must be kept in a locked, secure area before and after testing. It must be returned immediately to the School Test Coordinator after the scheduled testing has ended for the day. When testing is completed, the School Test Coordinator must return the script to the District Test Coordinator.

DEPARTMENT of EDUCATION
Louisiana Believes

Instructions for Signing the Test

This script is written as it should be signed to the student. Pause when <pause> is inserted in text.

Session 1

Social Studies

The purpose of the Online Practice Test is to help prepare you for the Spring LEAP 2025 test. The practice test will allow you to become familiar with the online testing format, to practice using the online tools, and to respond to the types of questions you will answer on the Spring LEAP 2025 test.

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Test Screen

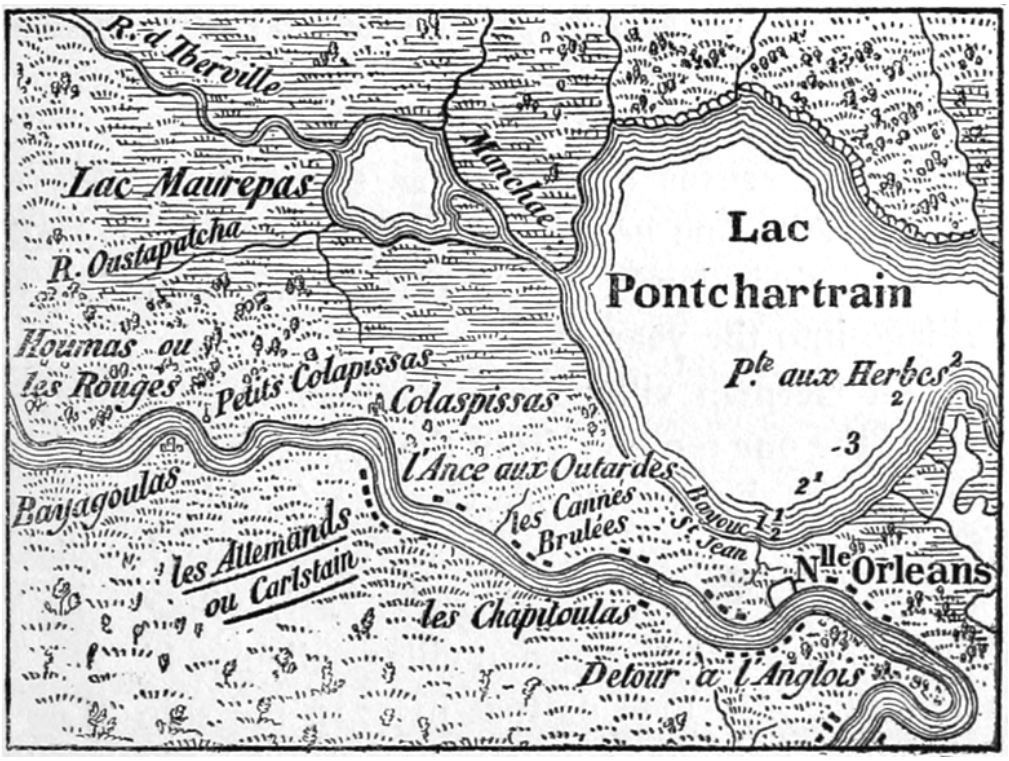
This screen allows you to make sure that your computer is ready for testing. You should see three shaded circles below. Please raise your hand if you do not clearly see three circles.

Read and study the sources about early immigrants to Louisiana. Then use the four sources and your knowledge of social studies to answer the questions. *<pause>*

Source 1 *<pause>*

German Settlement in Louisiana *<pause>*

The swampy region west of New Orleans came to be known as the German Coast, because German settlers began to arrive there in the early 1700s. They established farms and married early French settlers. Food from those farms fed the people in the struggling settlement of New Orleans. In later decades, German settlers married Acadian settlers and helped to create Cajun culture. Historians believe that Germans introduced the accordion to Cajun music. *<pause>*



Source: The Settlement of the German Coast of Louisiana and the Creoles of German Descent, by J. Hanno Deiler, Americana Germanica Press, 1909.

The map shows a large circular area that is called “Lac Pontchartrain,” on the right side of the map, which connects to a smaller circular area called “Lac Maurepas,” in the upper center of the map. The surrounding areas are covered with drawings to represent land. Below “Lac Pontchartrain” is an area called “Nlle Orleans.” *<pause>*

Source: The Settlement of the German Coast of Louisiana and the Creoles of German Descent, by J. Hanno Deiler, Americana Germanica Press, 1909. *<pause>*

Source 2 *<pause>*

Seafood Paella *<pause>*

Seafood paella is a rice dish that was first made in Spain. It was a favorite of people from the Canary Islands, a Spanish community off the coast of Africa. From 1778 to 1783, Spain gave about two thousand Canary Islanders land and homes in Spanish-controlled land in Louisiana. The Canary Islanders kept many traditions and ways of life after moving to Louisiana, such as making seafood paella. *<pause>*

Source: monkeybusinessimages/iStock.

Source: Monkey business images / iStock. *<pause>*

Source 3 *<pause>*

Adapted from *a Newspaper Article about Acadians Who Sailed to Louisiana* (1786) *<pause>*

In the 1600s and 1700s, many French immigrants settled in Canada. When the French and Indian War broke out, Great Britain took control of the colonies in Canada. In 1755 the French colonists, known as Acadians, were forced to leave their homes. Some returned to Europe, and some settled in other places in the New World. This newspaper article explains what happened when a large group of Acadians came to Louisiana in the late 1700s. *<pause>*

Near the end of last year, several large French ships with about one thousand Acadian families arrived at New Orleans. The Spanish government gave the Acadians land in different parts of Louisiana. A number of Acadians are also expected to settle in Florida. *<pause>*

Giving the unlucky Acadians land seems like an act of kindness. The Spanish king would consider any such request. However, giving land to the Acadians also prevents Americans from settling on this fertile [good for growing food] land. *<pause>*

Source 4 *<pause>*

Haitians Flee to Louisiana (1791) *<pause>*

The French ruled western Hispaniola, now called Haiti, from 1625 until 1791. The drawing shows the burning of a city during the unrest that ended French rule. Thousands of Haitians, whose families came from France and Africa, fled to New Orleans. These immigrants helped to develop Louisiana's Creole culture. *<pause>*

Source: Saint-Domingue, ou histoire de ses revolutions.

Source: Saint-Domingue, ou histoire de ses révolutions. *<pause>*

Question 1

Based on Source 1, how did German settlers meet their needs by changing the land in the areas they settled?

A. They dug holes to look for gold.

B. They cleared land to build farms.

C. They built seaports to encourage trade.

D. They grew potatoes to feed themselves.

Question 2

Based on Source 1, how did German immigrants **mainly** change Louisiana?
<pause>

Select the **two** correct answers.

A. They helped feed the people of the settlement.

B. They married each other and had many children.

C. They made a lot of money by farming.

D. They blended with other cultures to create a new culture.

E. They established a new form of government.

Question 3:

Based on Source 2, why did Spain encourage Canary Islanders to immigrate to Louisiana?

A. Canary Islanders were good sailors and wanted to travel.

B. Canary Islanders did not like the weather in Florida.

C. Spain did not want settlers to move back to Europe.

D. Spain did not want American settlers to live in its colony.

Question 4:

Based on Source 2, how did many Canary Islanders adapt to living in Louisiana?

A. They built boats to catch seafood.

B. They created their own kind of music.

C. They settled on farms to grow food.

D. They helped make room for other settlers.

Question 5:

Based on Source 3 and Source 4, why did **both** Acadian and Haitian immigrants come to Louisiana?

A. to escape slavery in their home countries

B. to take fertile land from other settlers

C. to get away from political trouble at home

D. to practice their religions freely

Question 6:

Based on all of the sources, which statement **best** explains why different groups of immigrants settled in different parts of Louisiana?

A. Immigrants settled in places that nobody else wanted to settle.

B. Immigrants settled in places that were rich in mineral resources.

C. Immigrants settled in places that offered the same food they ate in their old countries.

D. Immigrants settled in places that allowed them to use the skills they learned in their old countries.

Read and study the sources about the culture of Louisiana. Then use the four sources and your knowledge of social studies to answer the questions. *<pause>*

Source 1 *<pause>*

New Orleans Building *<pause>*

This postcard shows a three-story brick building in the French Quarter. The wrought-iron railing around the balcony on the second floor is an example of Spanish culture. A horse-drawn carriage is parked on the street lit only by streetlamps. *<pause>*

Source: McFaddin-Ward House Museum.

Source: McFaddin-Ward House Museum. *<pause>*

Source 2 *<pause>*

Adapted from *Louisiana's Food Traditions: An Insider's Guide* *<pause>*
by Maida Owens *<pause>*

Source: Wikimedia Commons.

Source: Wikimedia Commons. *<pause>*

Gumbo is an excellent example of cultural blending. This dish is closely identified with South Louisiana. It blends African, European, and Native American cultures. The word itself is from the Bantu word for okra, *nkombo*. The okra plant was brought to America by Portuguese traders. Some of the spices are from the Native Americans. The origin of gumbo is often credited to the French *bouillabaisse* [a spicy soup made from different kinds of fish], but the strong preference for soups in Africa strengthened the tradition. *<pause>*

Source: Adapted from *Louisiana's Food Traditions: An Insider's Guide* by Maida Owens. Copyright © 2000 by Maida Owens. Reprinted by permission of the author. *<pause>*

Source 3 *<pause>*

Farmers' Market *<pause>*

A customer looks over different kinds of fresh vegetables at a farmers' market in Covington, Louisiana. Farmers' markets give growers a chance to sell directly to people. Usually, farmers sell their crops to grocery stores or restaurants. South Louisiana's mild climate means farmers have good weather for growing crops, even in winter. As a result, farmers' markets in Louisiana are becoming more popular. *<pause>*

Source: Louisiana Travel.

Source: Louisiana Travel. *<pause>*

Source 4 *<pause>*

Zydeco Musicians (1938) *<pause>*

Two zydeco musicians play their instruments in front of a store near New Iberia, Louisiana. The man on the left plays an accordion. The other man plays a washboard. These two instruments are important in zydeco music. Zydeco originated in Louisiana. It blends blues, rhythm and blues, and Creole music. *<pause>*

Source: Wikimedia Commons.

Source: Wikimedia Commons. *<pause>*

Question 7:

Which statement **best** explains why the building in Source 1 shows a Spanish influence?

A. Louisiana used to be ruled by the Spanish.

B. Louisiana was located on a Spanish trade route.

C. The Spanish built most of the houses in Louisiana.

D. The Spanish established the first settlements in Louisiana.

Question 8:

Based on Source 2, which statement about gumbo is **most likely** true?

A. Gumbo was invented by the French.

B. Soups with seafood are called gumbo.

C. Gumbo was first made in Africa.

D. Many cultures helped create gumbo.

Question 9:

Using Source 3, which statement **best** explains why farming is important to the economy of Louisiana?

A. Farming draws many tourists to the state.

B. Farming provides income to many people in the state.

C. Farming draws business from all over the world to the state.

D. Farming provides more jobs than any other business in the state.

Question 10:

Based on Source 1 and Source 2, which statement **best** describes how Louisiana culture has grown over time?

A. Louisiana culture has changed very little.

B. Louisiana culture has blended parts of other cultures.

C. Louisiana culture has become more like cultures in other states.

D. Louisiana culture has been copied by other states.

Question 11:

Based on Source 3, how did people adapt to the physical environment of southern Louisiana?

A. They grew crops all year long.

B. They developed new kinds of food.

C. They opened new restaurants.

D. They sold food at different markets.

Question 12:

Based on Source 4, why is zydeco music a good example of Louisiana culture?

A. Zydeco is played by using tools as instruments.

B. Zydeco was created by musicians in Louisiana.

C. Zydeco was brought to Louisiana by immigrants.

D. Zydeco is enjoyed by people all over the world.

Read and study the sources about Louisiana Native Americans. Then use the four sources and your knowledge of social studies to answer the questions. *<pause>*

Source 1 *<pause>*

From *The Journals of Henri Joutel* (1687) *<pause>*
by Henri Joutel *<pause>*

In this quotation, French explorer Henri Joutel describes Caddo homes. <pause>

There are normally eight or ten families in these huts, which are very large; some are 60 feet in diameter [the distance through the center of a circle from one side to the other]. . . . These are round, in the shape of beehives, or rather like large haystacks. . . . They are covered with grass from the ground to the top. They make a fire in the center, the smoke going out the top through the grass. *<pause>*

Source 2 *<pause>*

Adapted from *Historical Journal* (1699) *<pause>*

This text describes a meeting between Pierre Le Moyne d'Iberville and the Natchez tribe. It was most likely written by someone traveling with d'Iberville. <pause>

When we arrived near the Natchez village, the ambassador [a person who represents a group] sang several songs of peace, accompanied by loud yells. The Indians gathered on the bank of the river, where they had cut the cane away to receive us. The chief was surrounded by about sixty persons. D'Iberville was greeted by them in the usual manner. They began by raising their arms towards the sun, as in respect, then passed their hands over his chest, which is a curious form of affection [love or caring] among them. They then brought us Indian corn. D'Iberville then handed out beads, needles, looking-glasses, knives, and other gifts. *<pause>*

Source 3 *<pause>*

The Natchez *<pause>*

This drawing shows a Plaquemine village at the Holly Bluff site in Mississippi. The Plaquemine were ancestors [people who came before] of the Natchez. Like the Plaquemine, the Natchez built mounds in their villages. The mounds were topped with sacred [important in a religious way] buildings where they held religious services. The Natchez lived on family farms near the mounds. They grew corn, beans, and squash. They hunted, fished, and gathered wild plants for food. *<pause>*

Source: Wikimedia Commons.

Source: Wikimedia Commons. *<pause>*

The Natchez also made tools, such as the animal-bone awls shown in the picture. Awls are used for poking holes in things. *<pause>*

Source: Louisiana Department of Culture, Recreation, and Tourism.

Source: Louisiana Department of Culture, Recreation, and Tourism. *<pause>*

Source 4 *<pause>*

The Caddo *<pause>*

This drawing shows members of the Caddo tribe building a hut at Poverty Point in Louisiana. The Caddo lived in villages they built around mounds. Archeologists [scientists who study the bones, tools, and other things of ancient people to learn how they lived] believe the Caddo may have used these mounds for religious ceremonies. *<pause>*

Source: Louisiana State Exhibit Museum.

Source: Louisiana State Exhibit Museum. *<pause>*

The Caddo grew their food. They also hunted and fished. The Caddo used tools like those in the picture to cut down trees and chop wood. *<pause>*

Source: The University of Texas at Austin, Texas Beyond History: The Virtual Museum of Texas' Cultural Heritage.

Source: The University of Texas at Austin, Texas Beyond History: The Virtual Museum of Texas' Cultural Heritage. *<pause>*

Question 13:

Based on Source 2, which statement **best** describes the relationship between d'Iberville and the Native Americans he met with?

A. They were suspicious of each other.

B. They were angry with each other.

C. They respected each other.

D. They admired each other.

Question 14:

Based on Source 2, why did the Natchez **most likely** raise their hands to the sun?

A. They believed the sun sent them important messages.

B. They believed the sun should be feared because of its great heat.

C. They believed the sun had to be honored or it would disappear.

D. They believed the sun was an important part of the natural world.

Question 15

Which statement **best** explains why the Caddo and the Natchez built villages as shown in Source 1, Source 3, and Source 4?

A. They needed mountains so they could build temples.

B. They needed iron and other minerals to make weapons.

C. They depended on trade with European settlers to get enough food.

D. They depended on a large group of fellow tribe members for survival.

Question 16:

Based on Source 3 and Source 4, which statement **best** describes the physical features of the places where the Caddo settled and the places where the Natchez settled?

A. They settled near mountains with plenty of stones for building.

B. They settled in flat areas with water and good soil for crops.

C. They settled in forests with wildlife and plants they could eat.

D. They settled near oceans with seafood that could be traded.

Question 17:

Describe **two** ways that the environment influenced the Natchez and Caddo cultures.

Read and study the sources about Louisiana volunteers. Then use the three sources and your knowledge of social studies to answer the questions. *<pause>*

Source 1 *<pause>*

Nicholas Guillery *<pause>*

"My favorite experience was going on the service trip this past winter. I was able to work with a large number of my teammates accomplishing [completing] home restoration [fixing or repairing homes] in areas that were hit by Hurricane Katrina. We stayed in New Orleans for an entire week living side by side. . . . We were able to give people their lives back by helping in the reconstruction [building something again, such as a home]. [But we also] grew alongside each other by getting to know each other better." *<pause>*

Source: Volunteer Louisiana.

Source: Volunteer Louisiana. *<pause>*

Source 2 *<pause>*

Cheryl Bryant *<pause>*

"I would describe a volunteer as a person giving their time and talent [special skills] to help others or a cause [issue or problem that people care about] in their community. *<pause>*

Volunteering has allowed me to make strong connections with the Boys and Girls Clubs of Acadiana, as well as several social organizations [groups of people with a common goal] in the community." *<pause>*

Source: Volunteer Louisiana.

Source: Volunteer Louisiana. *<pause>*

Source 3 *<pause>*

National Days of Service *<pause>*

This text is from Volunteer Louisiana. The group talks about what National Days of Service are, and how important volunteers are to the community. *<pause>*

There is a National Day of Service in almost every month. These are special days to get people to volunteer in their communities. In Louisiana, we focus on five days where we spearhead [organize] efforts to help our citizens get involved: *<pause>*

- January: Martin Luther King, Jr. Day *<pause>*
- April: National Volunteer Week *<pause>*
- April: Global Youth Service Day *<pause>*
- September: 9/11 Day of Remembrance and Service *<pause>*
- October: Make a Difference Day *<pause>*

Days of Service organizers usually have large events that make it easy to volunteer for an hour, a half-day, or a full day. The simple act of individuals coming together for a common goal makes a huge difference in the lives of our most vulnerable [easily harmed or hurt] citizens. It also helps with our most critical social priorities [important issues] such as education, healthy futures, affordable housing, economic opportunity [a chance to make money] and disaster recovery [helping people after an emergency or an accident]. Join us by volunteering in a project near you. *<pause>*

Question 18

Based on Source 1 and Source 2, which is a responsibility of volunteers?

A. to join a club in a community

B. to learn about designing houses

C. to travel to another place

D. to work well with other people

Question 19:

Based on Source 1, how did Nicholas Guillery make Louisiana a better place to live?

A. by getting to know new friends

B. by staying for an entire week

C. by helping people fix their homes

D. by agreeing with his teammates

Question 20:

Based on Source 2, which is a way a citizen can help solve a local issue?

A. practice to improve special skills

B. give time to a social organization

C. work hard at a job or a career

D. get to know people in nearby areas

Question 21:

Source 3 describes some important social issues. Which issue is Cheryl Bryant **most likely** helping by volunteering as shown in Source 2?

A. working with young children

B. assisting people during storms

C. teaching about being healthy

D. inviting others to help people

Question 22:

Describe **two** ways that volunteering can show good citizenship.

Please be sure you have answered all of the questions. *<pause>*

Click on the question line to move to that question. *<pause>*

Once you have finished taking the test, click the “End Test” button to end your test. To continue testing, click the “Return to Questions” button. *<pause>*

Are you done with your test? Be sure you have answered all of the questions. *<pause>*

To continue testing, select “Return to Review.” *<pause>*

To turn in your test, select “Submit.” *<pause>*

Session 2

Social Studies

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Test Screen

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Read and study the sources about the state police of Louisiana. As you read the three sources, think about how state police officers are good leaders in their communities. After you read the sources, answer the questions. *<pause>*

Source 1 *<pause>*

The State Police *<pause>*

The Department of Public Safety, which includes the state police, reports directly to the Governor. The Governor appoints [chooses] the commander of the state police. The state police enforce [make sure people follow] criminal and traffic laws. The state police aid in fire prevention and protection. They also provide services for motor vehicle registration [government documents that show ownership of vehicles, such as cars, trucks, and motorcycles] and drivers' licenses. *<pause>*

Source 2 *<pause>*

How to Become a Louisiana State Police Officer *<pause>*

This list shows some of the things people need to do or that people need to be in order to become a state police officer in Louisiana. <pause>

- Be a United States citizen. *<pause>*
- Pass some college classes or work in government. *<pause>*
- Be of good moral character [be a person who is honest, helpful, and trustworthy]. *<pause>*
- Pass a written test. *<pause>*
- Pass a physical test. *<pause>*
- Pass an oral interview. *<pause>*
- Successfully complete the State Police Training Academy. *<pause>*

Source 3 *<pause>*

History of the Louisiana State Police *<pause>*

The first state highway police began to patrol and enforce traffic laws in 1922. At that time, the automobile was becoming an important part of American life. There were only sixteen officers to patrol the whole state. *<pause>*

By 1928, there were seventy police officers to keep the highways safe and help citizens during emergencies. In 1928, another part of the state police was formed to handle crime. These two groups were combined in 1936 to form the modern Louisiana State Police. *<pause>*

This 1960 billboard shows a Louisiana State Police officer. The billboard was meant to encourage [make people want to do something] people to drive safely. *<pause>*

Source: Louisiana State Police.

The billboard says: Drive Carefully; Save a Life; John McKeithen Governor, Thomas Burbank, Director of Public Safety. *<pause>*

Source: Louisiana State Police. *<pause>*

Question 23:

Source 1 says that the state police enforce the laws. The state police are part of which branch of the state government?

A. the executive branch

B. the judicial branch

C. the legislative branch

D. the military branch

Question 24:

Based on Source 1 and Source 3, which statements describe responsibilities of state police officers? *<pause>*

Select the **two** correct answers.

A. They design safer automobiles.

B. They prevent people from speeding.

C. They make laws to protect citizens.

D. They build public roads in Louisiana.

E. They assist people in car accidents.

Question 25:

Based on Source 3, which statement **best** explains why the state police are in charge of highway safety in Louisiana?

A. Highway laws are different from state and local laws.

B. Crime is more common on highways than in cities.

C. Highways cross the state and pass through different cities.

D. Local police officers are not allowed on state highways.

Question 26:

Using all of the sources, describe how state police officers are good leaders in their communities. *<pause>*

As you write, follow the directions below. *<pause>*

- Address all parts of the prompt. *<pause>*
- Include information and examples from what you already know. *<pause>*
- Use evidence from the sources to support your response. *<pause>*
- Follow the steps on the Checklist as you write your response. *<pause>*

Social Studies Extended Response Checklist, Grades 3, 4, and 5. *<pause>*

As you write your response, be sure to complete the following: *<pause>*

- Show that you understand the topic very well. *<pause>*
- Answer all parts of the question. *<pause>*
- Include many well-chosen examples from the sources to support your answer. *<pause>*
- Include information from your own knowledge, beyond the information that is given in the sources, to support your answer. *<pause>*
- Explain your ideas well. *<pause>*
- Write enough to fully answer the question. You may need more than one paragraph. *<pause>*

Following the steps below will help you write a successful extended response. *<pause>*

Step 1: Planning and Writing *<pause>*

☐ Read the question carefully. *<pause>*
☐ Think about what you will write before you begin. *<pause>*
☐ Answer **all** parts of the question. *<pause>*
☐ Include many examples from the sources to support your response. *<pause>*
☐ Include information from your own knowledge to support your response. *<pause>*
☐ Put your ideas in a logical order. *<pause>*
☐ Use paragraphs to separate different main ideas. *<pause>*

Step 2: Proofreading *<pause>*

☐ Review the checklist to make sure you have covered all the steps. *<pause>*
☐ Reread your response. *<pause>*
☐ Add more details if needed. *<pause>*
☐ Correct any errors you find. *<pause>*

Please be sure you have answered all of the questions. *<pause>*

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This screen allows you to make sure that your computer is ready for testing. You should see three shaded circles below. Please raise your hand if you do not clearly see three circles.

Read and study the sources about the oil industry in Louisiana. Then use the four sources and your knowledge of social studies to answer the questions. *<pause>*

Source 1 *<pause>*

Jennings Field (Early 1900s) *<pause>*

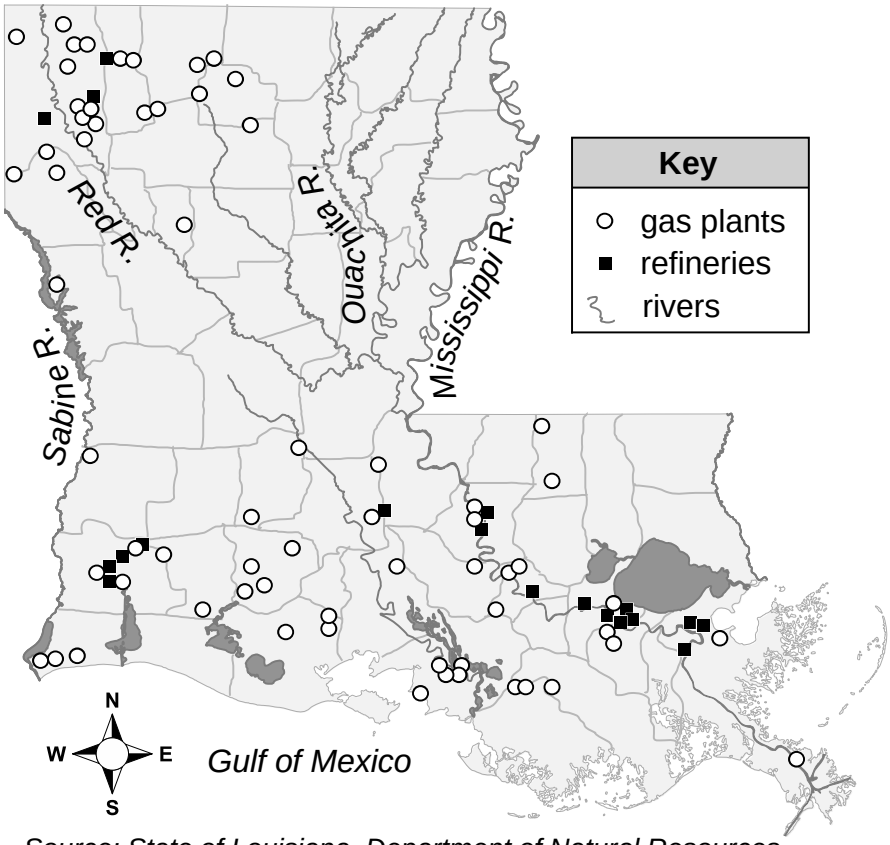
Oil was discovered at Jennings Field on September 21, 1901. The discovery started an "oil rush." This picture shows many oil wells in Jennings, Louisiana. These wells pumped oil from a huge oil field. An oil field is a lake of oil deep underground. More than 7,000 barrels of oil were produced every day at the Jennings oil field. *<pause>*

Source: American Oil & Gas Historical Society.

Source: American Oil and Gas Historical Society. *<pause>*

Source 2 *<pause>*

Louisiana Gas Plants and Refineries *<pause>*



Source: State of Louisiana, Department of Natural Resources.

Map. The labels, from left to right, are Sabine River, Red River, Gulf of Mexico, Ouachita River, Mississippi River. *<pause>*

Key. Gas plants, refineries, rivers. *<pause>*

Source: State of Louisiana, Department of Natural Resources. *<pause>*

Source 3 *<pause>*

Louisiana Oil Refinery *<pause>*

This picture shows the Marathon Refinery on the Mississippi River in Garyville, Louisiana. Oil companies produce nearly 1.45 million barrels of oil in Louisiana every day. Almost 65,000 people work in the oil industry in Louisiana. State and local governments in Louisiana get billions of dollars a year from the oil industry. *<pause>*

Source: John Wark/AirPhoto.

Source: John Wark/AirPhoto. *<pause>*

Source 4 *<pause>*

Some Surprising Uses for Petroleum *<pause>*

chewing gum	hula hoops
pillows	toothpaste
aspirin	tires
crayons	umbrellas
balloons	cameras

Source: Conoco Phillips Alaska.

Table. Chewing gum, hula hoops, pillows, toothpaste, aspirin, tires, crayons, umbrellas, balloons, cameras. *<pause>*

Source: Conoco Phillips Alaska. *<pause>*

Question 27:

Based on Source 1 and Source 3, how have oil wells **most** changed life in Louisiana?

A. Oil wells brought many tourists into the state.

B. Oil wells increased the amount of land for farming.

C. Oil wells took the place of other businesses.

D. Oil wells started an industry that provides jobs.

Question 28:

Which statement **best** explains why there are fewer refineries in central Louisiana than in southern Louisiana, as shown in Source 2?

A. There are fewer gas stations in central Louisiana.

B. There are more oil wells in southern Louisiana.

C. There are fewer refinery workers in central Louisiana.

D. There is more need for oil in southern Louisiana.

Question 29:

Based on Source 2, which statement **best** describes the parts of Louisiana where refineries have the greatest economic effect?

A. The effect is greater in south Louisiana than it is in north Louisiana.

B. The effect is spread out evenly across Louisiana.

C. The effect is greater in northeast Louisiana than in southwest Louisiana.

D. The effect is limited to southern Louisiana.

Question 30:

Based on Source 2 and Source 3, why are rivers and ports important to the oil industry?

A. They are used to catch seafood for the workers.

B. They are used to provide steam to power trains.

C. They are used to produce goods made from oil.

D. They are used to ship oil around the world.

Question 31:

How does Source 4 show the importance of the oil industry in Louisiana?

A. It shows that people want to have jobs at oil refineries.

B. It shows that producers make a lot of money from oil wells.

C. It shows that oil is used to make many different products.

D. It shows that people need oil to send products to other places.

Question 32:

A boy has enough money to buy only one of the products shown in Source 4. What is his opportunity cost if he buys the crayons?

A. the price of the crayons

B. the supply of crayons

C. the purchase of chewing gum

D. the number of packs of chewing gum

Read and study the sources about jobs and careers. Then use the two sources and your knowledge of social studies to answer the questions. *<pause>*

Source 1 *<pause>*

Career Profile: Firefighters *<pause>*

2015 Average Salary: $25,440–$34,240 per year in Louisiana *<pause>*

Education: Firefighters need a high school diploma and training in emergency medical services. Most firefighters are trained at a fire academy. They must pass written and physical tests. *<pause>*

Expected Job Demand: Better than average. *<pause>*

Job Description: Firefighters control and put out fires. They also help out whenever life, property, or the environment is at risk. *<pause>*

Interview with Teri Gilland,
Captain, Ward Six Fire Protection District 1, Louisiana *<pause>*

Q: How did you decide you wanted to be a firefighter? *<pause>*

A: At the age of 18, my twin brother joined the local fire department. My husband was also a member of the fire department. After riding to a few fires with him, I saw that the department could use more volunteers. So I decided to join the department in 1992. I was unaware that this volunteer job would become my career. *<pause>*

Q: What would you tell people who want to be firefighters? *<pause>*

A: Never let anyone tell you that you cannot be a firefighter, or that the job is too tough for a girl to do. It is the most rewarding [satisfying or enjoyable] career that I could have ever dreamed of having. It is hard at times, and it takes a lot of physical effort and training, but it is worth it. *<pause>*

Source: "Female Firefighters in SWLA" by Lydia Crochet from *Lagniappe Magazine*. Copyright © 2015 Lagniappe Magazine. Reprinted by permission of Lagniappe Magazine. All rights reserved. *<pause>*

Source: Lagniappe Magazine.

Source: Lagniappe Magazine. *<pause>*

Source 2 *<pause>*

Career Profile: Civil Engineer *<pause>*

2015 Average Salary: $87,750–$110,050 in Louisiana *<pause>*

Education: Bachelor's degree; government license required in most states. *<pause>*

Expected Job Demand: Better than average. *<pause>*

Job Description: Civil engineers plan, build, and manage construction projects. This includes roads, buildings, airports, tunnels, dams, bridges, and other projects. Civil engineers work in many different locations and conditions. Many spend time outdoors at construction sites so that they can solve problems while there. *<pause>*

Interview with Joseph Niles,
Engineering Manager, Louisiana *<pause>*

Q: What do you like best about being an engineer? *<pause>*

A: I always tried to learn from every experience. *<pause>*

Q: What would you tell people who want to be engineers? *<pause>*

A: Enjoy school, and don't get down about having to miss out on some social activities because you have to study. All the hard work is an investment [act of spending money, time, or effort to get something in return] in yourself, and it will pay off in a few years. *<pause>*

Q: What can future engineers do to improve their learning? *<pause>*

A: I was a member of several organizations [groups of people with a common goal] while in college, including the National Society of Black Engineers (NSBE). Being a member of NSBE helped me learn about the many types of jobs engineers can have. *<pause>*

Source: "Industrial Engineering Alumnus Discusses Finding a Job and Working-up the Organizational Chain" from *LSU College of Engineering News*. Copyright © 2016 Louisiana State University College of Engineering. All Rights Reserved. *<pause>*

Source: LSU College of Engineering.

Source: LSU College of Engineering. *<pause>*

Question 33:

Based on Source 1, how does Teri Gilland help society meet its needs?

A. by telling people about her job

B. by protecting people from loss

C. by getting paid a salary for her work

D. by passing written and physical tests

Question 34:

Based on Source 2, how do engineers help the economy of Louisiana?

A. They spend time outdoors at construction sites.

B. They earn much more money than firefighters do.

C. They enjoy going to school and learning new things.

D. They plan large projects that provide income to workers.

Question 35:

Based on both of the sources, how is a job as a firefighter similar to a job as an engineer?

A. Both jobs require good physical fitness.

B. Both jobs require emergency medical training.

C. Both jobs require education or training after high school.

D. Both jobs require planning and managing construction projects.

Question 36:

As an engineer, Joseph Niles works with people who have certain skills. Some people work only with concrete. Others work only with steel. Which term **best** describes jobs that require people to work on one small part of a larger project?

A. competition

B. interdependence

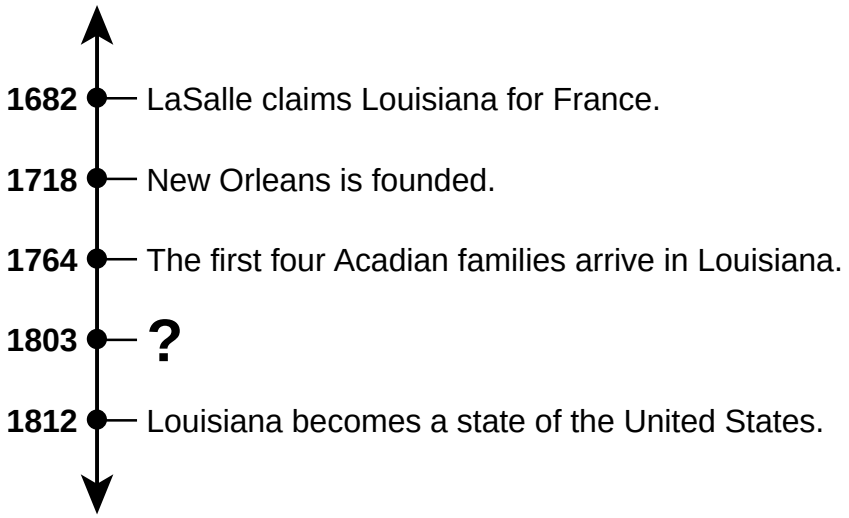
C. specialization

D. production

Question 37:

Use the timeline and your knowledge of social studies to answer the question. *<pause>*

Early Louisiana History *<pause>*



Timeline. 1682: LaSalle claims Louisiana for France. *<pause>*

1718: New Orleans is founded. *<pause>*

1764: The first four Acadian families arrive in Louisiana. *<pause>*

1803: Question mark. *<pause>*

1812: Louisiana becomes a state of the United States. *<pause>*

Which event **best** completes the timeline?

A. De Soto discovers the Mississippi River.
B. The government adopts a new constitution.
C. Farmers in the state begin to grow sugar cane.
D. The Louisiana Purchase adds land to the United States.

Question 38:

Use the text and your knowledge of social studies to answer the question. *<pause>*

From *Legislative Branch* *<pause>*
by Louisiana.gov *<pause>*

The legislative branch [of Louisiana] includes the . . . House of Representatives . . . and the Senate. *<pause>*

Legislators are elected for four-year terms. . . . The distribution of . . . both houses is based on population. . . . The [Louisiana] constitution . . . requires single-member legislative districts. Each of the 39 senators and each of the 105 members of the House of Representatives represents a separate district. *<pause>*

Which statement **best** describes a difference between how U.S. senators and state senators are elected in Louisiana?

A. U.S. senators are elected by the whole state, while state senators are elected by districts.

B. U.S. senators are elected by the legislature, while state senators are elected by the people.

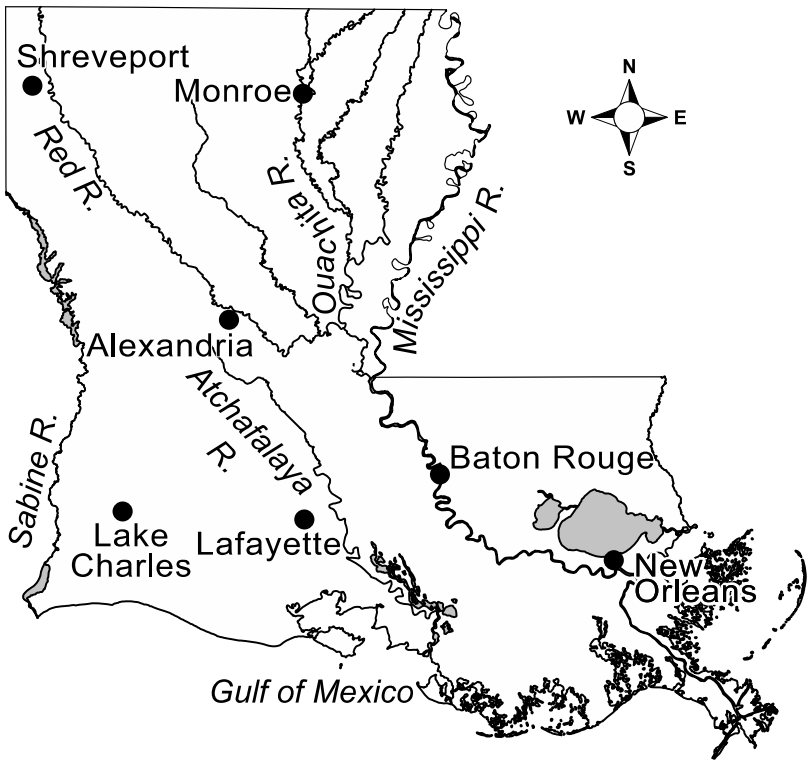
C. U.S. senators are elected every two years, while state senators are elected every four years.

D. U.S. senators are elected in odd-numbered years, while state senators are elected in even-numbered years.

Question 39:

Use the map and your knowledge of social studies to answer the question.
<pause>

Louisiana *<pause>*



Source: Greenwich Mean Time.

Map. The labels on the map, from left to right and top to bottom, Shreveport, Monroe, Red River, Ouachita River, Mississippi River, Alexandria, Sabine River, Atchafalaya River, Baton Rouge, Lake Charles, Lafayette, New Orleans, Gulf of Mexico. *<pause>*

Source: Greenwich Mean Time. *<pause>*

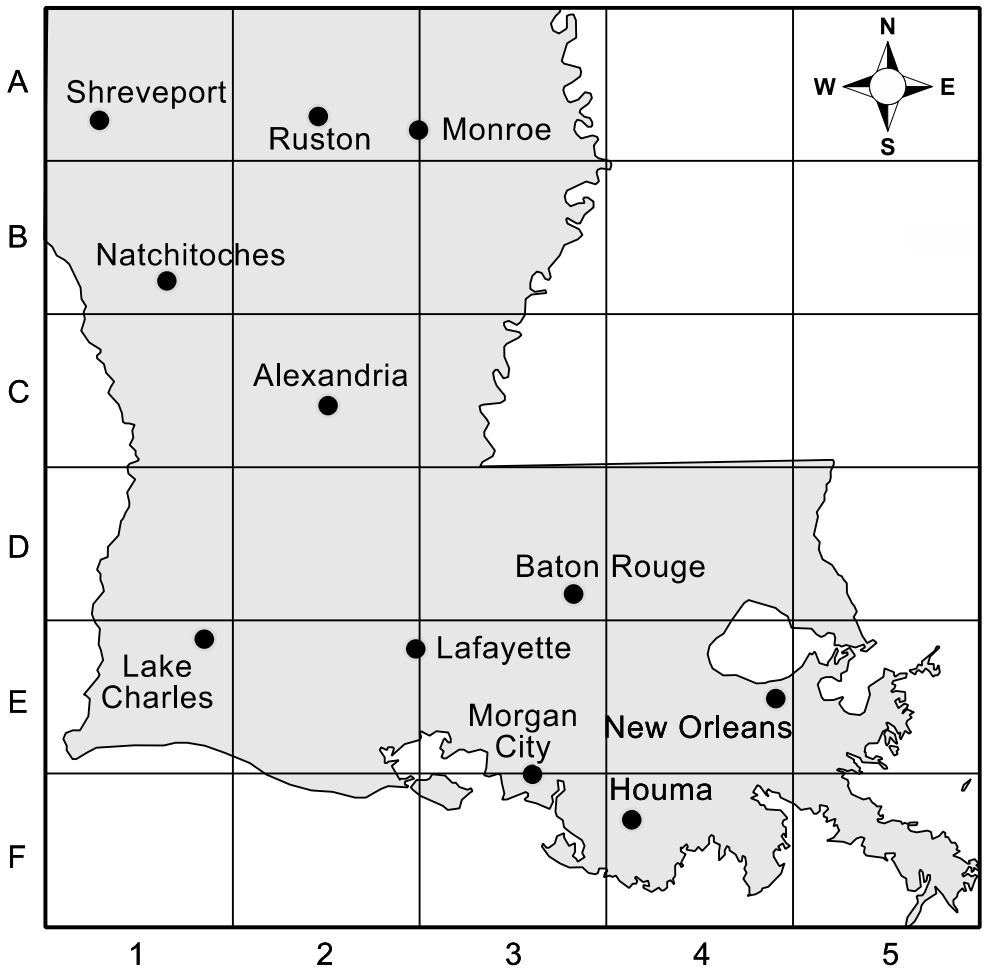
Which city is northwest of Baton Rouge?

A. Shreveport
B. Lafayette
C. New Orleans
D. Lake Charles

Question 40:

Use the map and your knowledge of social studies to answer the question.
<pause>

Louisiana *<pause>*



Map. Labels, from left to right and top to bottom, are: Shreveport, Ruston, Monroe, Natchitoches, Alexandria, Baton Rouge, Lake Charles, Lafayette, Morgan City, New Orleans, Houma. *<pause>*

In which grid location is Alexandria?

A. B3

B. B2

C. C3

D. C2

Question 41:

Which phrase is an example of a law?

A. No chewing gum in class

B. Speed limit: 45 miles per hour

C. Limit of 30 minutes on computers

D. Warning: Rough road ahead

Question 42:

Use the chart and your knowledge of social studies to answer the question. *<pause>*

Police Departments in Louisiana *<pause>*

This chart shows the responsibilities of different types of police departments in Louisiana. *<pause>*

Type of Police Department	Responsibility
Louisiana State Police	Enforce laws across the state, especially on the highways
Parish Sheriff's Office	Enforce parish laws to keep people safe and maintain order
City Police Department	Enforce city laws to keep people safe and maintain order
Special Police Departments	Enforce laws in certain areas, such as ports or university campuses

The table has two columns, labeled "Type of Police Department" and "Responsibility." *<pause>*

Louisiana State Police: Enforce laws across the state, especially on the highways. *<pause>*

Parish Sheriff's Office: Enforce parish laws to keep people safe and maintain order. *<pause>*

City Police Department: Enforce city laws to keep people safe and maintain order. *<pause>*

Special Police Departments: Enforce laws in certain areas, such as ports or university campuses. *<pause>*

Which group enforces city traffic laws in Shreveport, Louisiana?

A. Louisiana State Police

B. Parish Sheriff's Office

C. City Police Department

D. Special Police Department

Question 43:

Use the diagram and your knowledge of social studies to answer the question. *<pause>*

State and Local Officials in Louisiana *<pause>*

This diagram shows some of the state and local officials in Louisiana and their main responsibilities. *<pause>*

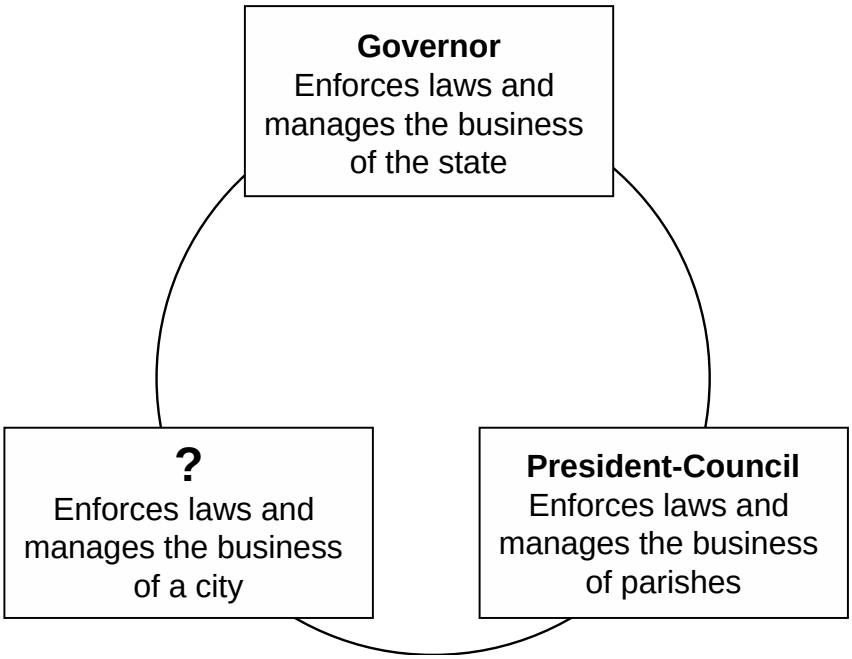


Diagram: Governor: Enforces laws and manages the business of the state. *<pause>*

Question mark: Enforces laws and manages the business of a city. *<pause>*

President-Council: Enforces laws and manages the business of parishes. *<pause>*

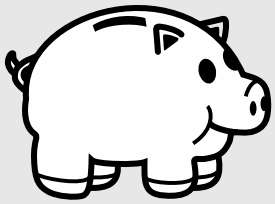
Which government leader manages the business of a city in Louisiana?

A. representative
B. mayor
C. parish leader
D. council member

Question 44:

Use the chart and your knowledge of social studies to answer the question. *<pause>*

Two Ways to Save Your Money *<pause>*

	 **Save money at home**	**Save money in a bank savings account**
Advantage	You can buy things in places that do not accept credit or debit cards.	**?**
Disadvantage	Your money may not be safe at home.	You may be charged fees by the bank.

The table has two columns, labeled “Save money at home” and “Save money in a bank savings account.” *<pause>*

The first row is labeled “Advantage.” The first column says “You can buy things in places that do not accept credit or debit cards. The second column shows a question mark. *<pause>*

The second row is labeled “Disadvantage.” The first column says “Your money may not be safe at home.” The second column says “You may be charged fees by the bank.” *<pause>*

Which statement **best** completes the chart by showing an advantage of saving money in a bank?

A. You can borrow money from the bank.

B. Your money can be shared with other people.

C. You can earn extra money through interest.

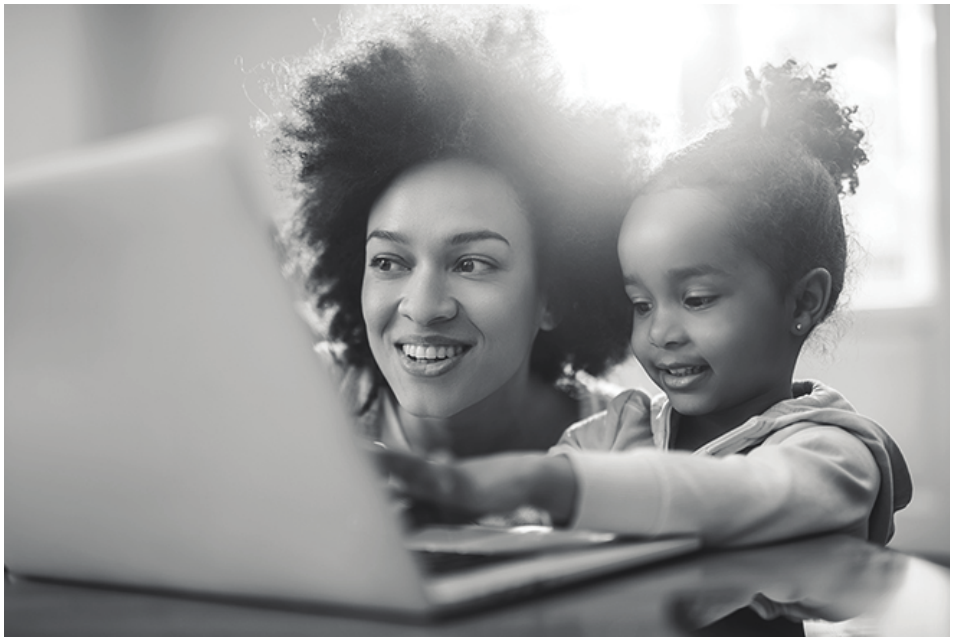
D. Your money can be used by the bank.

Question 45:

Use the picture and your knowledge of social studies to answer the question. *<pause>*

Shopping Online *<pause>*

A young girl shops for toys online with her mother's help. The girl is comparing the prices of a toy she wants at different websites. *<pause>*



Source: BraunS/iStock.

Source: Braun S / iStock. *<pause>*

How does the girl benefit from shopping online rather than shopping in a store?

A. She can play with the toy before buying it.

B. She can get the toy as soon as she pays for it.

C. She can return the toy if it is broken.

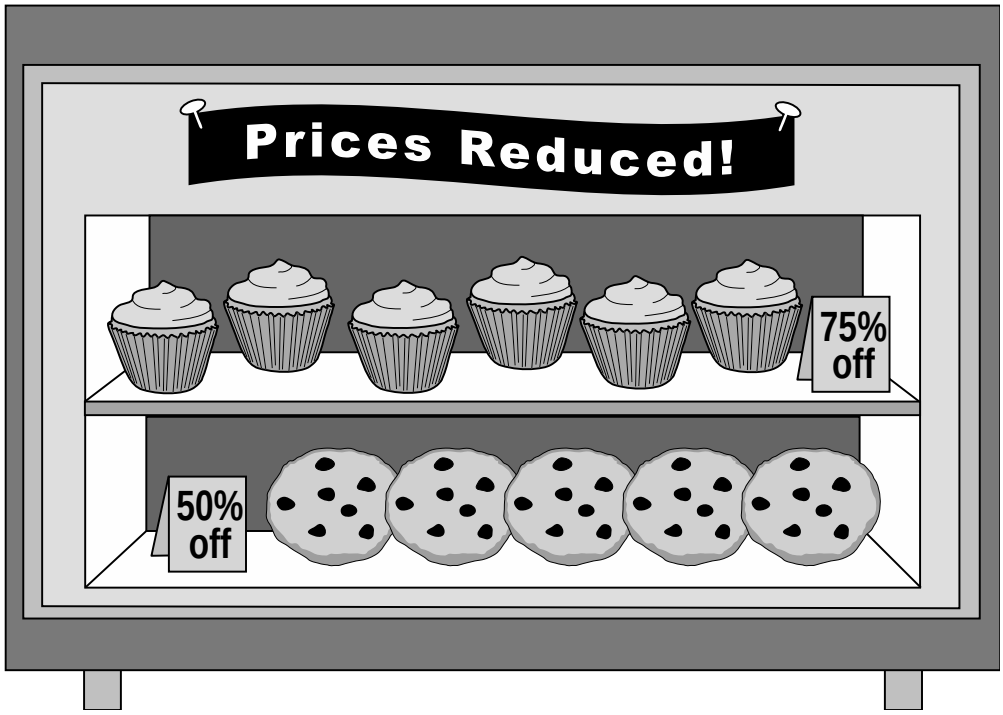
D. She can quickly find the lowest price for the toy.

Question 46:

Use the drawing and your knowledge of social studies to answer the question. *<pause>*

Supply and Demand *<pause>*

The owner of a bakery offered cupcakes and cookies for sale after the Fourth of July. *<pause>*



The drawing is labeled “Prices Reduced.” The sign on the top shelf says “75% off.” The sign on the bottom shelf says “50% off.” *<pause>*

Why are the cupcakes and cookies **most likely** on sale?

A. The store’s owner lowered the prices of baked goods to convince customers to buy them.

B. The store’s customers refused to buy baked goods unless the owner reduced the prices.

C. The prices of baked goods are always lowered after a holiday.

D. The cost of making baked goods dropped when the cost of flour went down.

Question 47:

Use the picture and your knowledge of social studies to answer the question. *<pause>*

Loading Cargo at the Port of New Orleans *<pause>*

Millions of tons of cargo pass through Louisiana ports every year. Products that go out of the country are called exports. Products that come into the country are called imports. *<pause>*

Source: United States Department of Transportation.

Source: United States Department of Transportation. *<pause>*

Which types of goods are **most likely** exported from Louisiana? *<pause>*

Select the **two** correct answers.

A. coconut

B. raw sugar

C. lobster

D. rare minerals

E. petroleum products

Please be sure you have answered all of the questions. *<pause>*

Click on the question line to move to that question. *<pause>*

Once you have finished taking the test, click the “End Test” button to end your test. To continue testing, click the “Return to Questions” button. *<pause>*

Are you done with your test? Be sure you have answered all of the questions. *<pause>*

To continue testing, select “Return to Review.” *<pause>*

To turn in your test, select “Submit.” *<pause>*

DEPARTMENT of EDUCATION

Louisiana Believes