Social Studies

2017 Practice Test

Grade 4

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.

Read each source and question carefully. To move through the sources, use the pointer tool to move the scroll bar up and down. To keep track of each source, use the source numbers.

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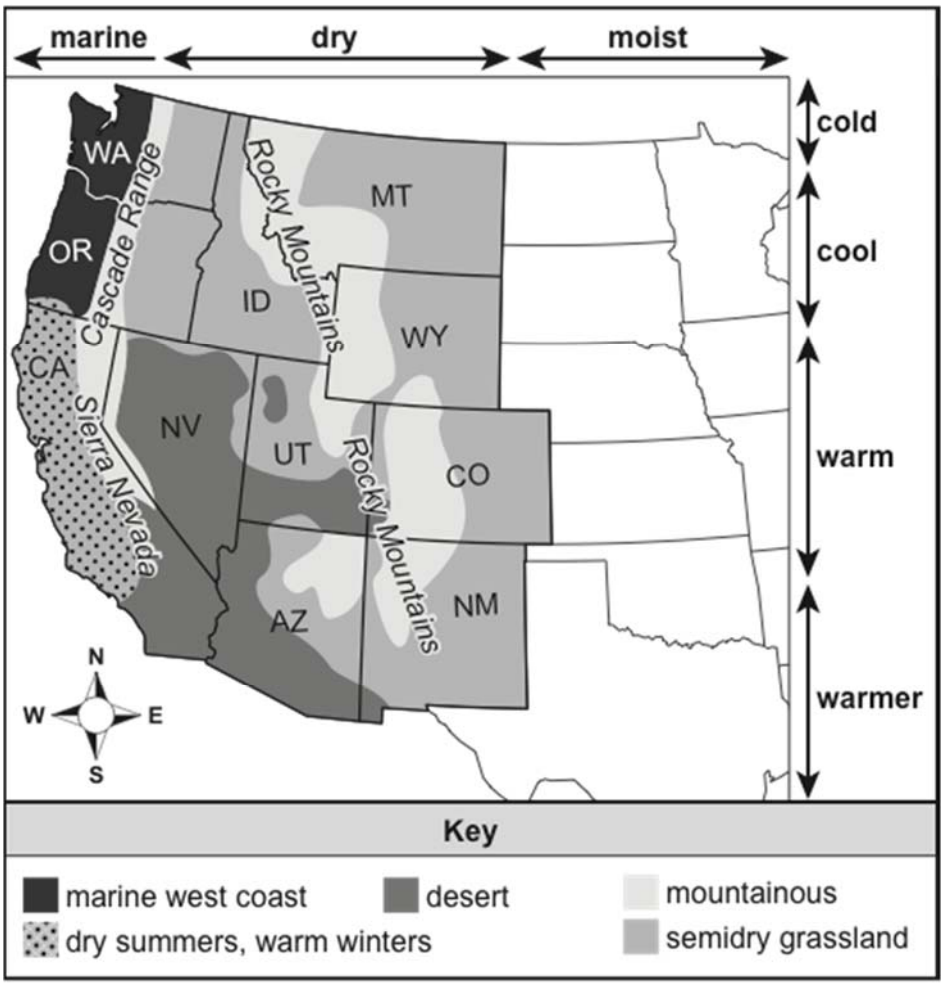
Test Screen

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 the western United States. Then use the four sources and your knowledge of social studies to answer the questions. *<pause>*

Source 1 *<pause>*

Climate Zones of the Western United States <pause>



Source: Image Permanence Institute, Rochester Institute of Technology.

Map. The labels across the top, from left to right, are: marine, dry, moist. <pause>

The labels on the right side of the map, from top to bottom, are: cold, cool, warm, warmer. <pause>

The labels on the map, from left to right, are Cascade Range, Sierra Nevada, Rocky Mountains, Rocky Mountains. <pause>

Key. Marine west coast; desert; mountainous; dry summers, warm winters; semidry grassland. <pause>

Source: Image Permanence Institute, Rochester Institute of Technology. <pause>

Source 2 <pause>

Adapted from *Our Story* <pause>
by Levi Strauss & Co. <pause>

In 1848, Levi Strauss and his sisters moved from Germany to New York, where they were met by their two older brothers. The brothers owned a dry-goods business called "J. Strauss Brother & Co." Levi soon began to learn the trade himself. <pause>

When news of the California Gold Rush made its way east, Levi traveled to San Francisco in 1853. He went there to make his fortune, though he wouldn't make it panning gold. Levi established a dry-goods business under his own name. He called his company "Levi Strauss & Co." <pause>

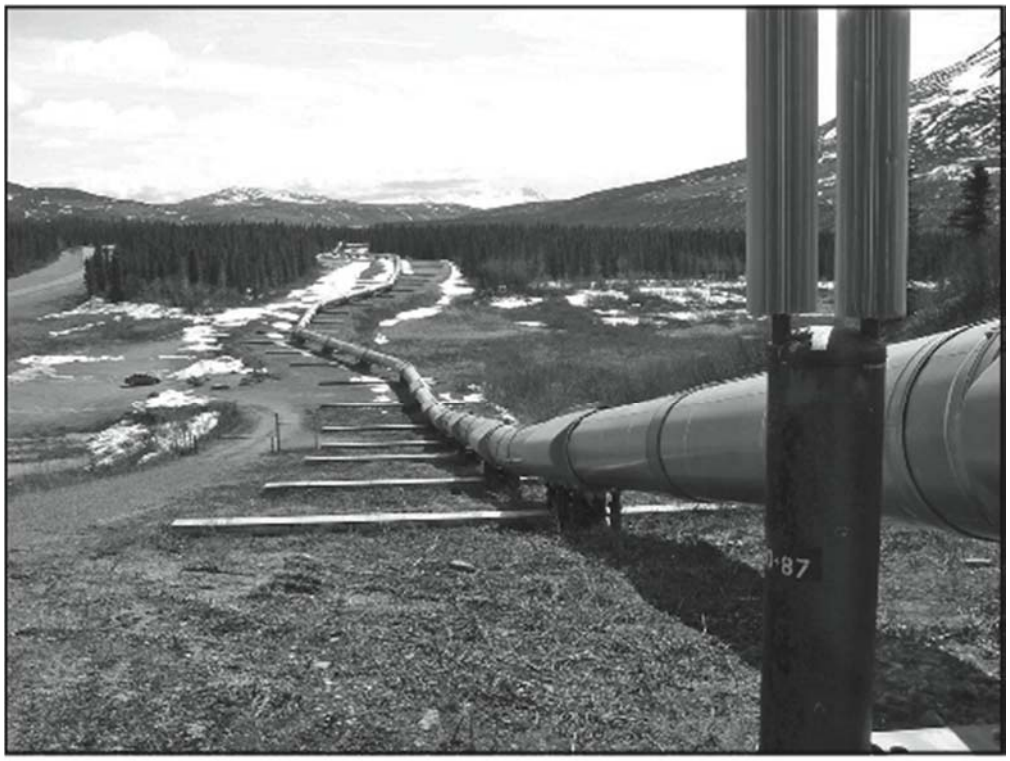
Levi Strauss worked with a clothing tailor named Jacob Davis. One day someone asked Jacob to make a pair of pants for workers that wouldn't fall apart. Jacob tried to think of a way to make his trousers stronger. He came up with the idea to put metal rivets [short metal pins used to hold seams of clothing together] on the pants. These pants were an instant hit. Today, these denim [a sturdy cotton fabric] pants are called "jeans." <pause>

Source: *Our Story*. Copyright © 2016 LS&CO. Reprinted by permission of Levi Strauss & Co. (San Francisco). <pause>

Source 3 <pause>

Trans-Alaska Pipeline <pause>

The Trans-Alaska Pipeline carries oil eight hundred miles across Alaska. The oil travels from oil wells in the north to a harbor in the south. When the oil arrives in Valdez, Alaska, it is shipped to many places all over the world. Oil is important to Alaska because it brings jobs and money to the state. <pause>



Source: United States Geological Survey.

Source: United States Geological Survey. <pause>

Source 4 <pause>

Container Ship in Seattle, Washington <pause>

Container ships transport large boxes, or containers, that hold goods. These large container ships take their cargo to and from ports all over the world. <pause>

Source: Journal of Commerce.

Source: Journal of Commerce. <pause>

Question 1:

Based on Source 1, which state has the **best** weather for growing citrus crops?

A. Idaho

B. California

C. Montana

D. Utah

Question 2:

Based on Source 1, which statement **best** explains why Nevada has fewer people than the California coast?

A. Nevada is too rainy.

B. Nevada is mostly desert.

C. Nevada has too few mountains.

D. Nevada has only one climate zone.

Question 3:

Based on Source 2, how did Levi Strauss use natural resources to produce goods?
<pause>

Select the **two** correct answers.

A. He used lumber to make packages for his clothing.

B. He used copper to make dyes to color his clothing.

C. He used cotton to make fabric for his clothing.

D. He used oil to run the trains that delivered his clothing.

E. He used metal to make rivets to strengthen his clothing.

F. He used beaver fur to line the pockets of his clothing.

Question 4:

Which statement **best** describes how a natural resource is used to provide the transportation services shown in Source 3 and Source 4?

A. Land is used to grow food for the people who move goods.

B. Lumber is used to make paper for the trader who moves goods.

C. Water is used to provide the power that moves goods.

D. Metal is used to build the devices that move goods.

Question 5:

Based on Source 4, which physical feature makes Seattle important to world trade?

A. a deep natural harbor for large ships

B. a supply of metal to make containers

C. a large supply of fish and seafood

D. a river that has large natural levees

Question 6:

Which statement **best** describes how the geography of the West affected the settlement and development of the United States?

A. The West is dry and arid, which made farming difficult and led settlers to establish large manufacturing cities in Nevada.

B. The West has fertile soil, which allowed settlers to establish homesteads and grow grain to become the nation's breadbasket.

C. The West has large, natural ports that brought in many settlers and created profitable trade networks with Africa.

D. The West is rich in natural resources, but mountains and deserts made it difficult for settlers to reach the area by land.

Read and study the sources about settling the western United States. Then use the four sources and your knowledge of social studies to answer the questions. <pause>

Source 1 <pause>

Westward Expansion <pause>

Timeline. 1776: Original 13 states <pause>

1803: Louisiana Purchase <pause>

1821: Purchase of Florida from Spain <pause>

1845: Annexation of Texas <pause>

1846: Oregon Treaty <pause>

1848: Mexican Cession <pause>

1854: Gadsden Purchase <pause>

Source 2 <pause>

From *The Diary of Abbie Bright* (1870 to 71) <pause>

Abbie Bright, a young teacher from Pennsylvania, traveled west to visit her brother Philip in Kansas. The United States government had recently opened land in Kansas to settlers. <pause>

May 8th, 1871 <pause>

As soon as Philip gets to Wichita and lays in a supply of provisions [supplies], we will move to his cabin. This is the Osage Trust Lands. You select a claim of 160 acres, then you "file on it." After living on it six months, and doing a certain amount of improvements, you pay $1.25 an acre, and then it is yours. <pause>

Philip has been on his claim that long, has broken some land, and planted corn. He and some men have selected my claim, and when he goes to Wichita he will "file on it." Then no one can file on the same land. <pause>

He selected a suitable place, and plowed it for a garden. Not having a harrow [a piece of farm equipment used to plow land], he hitched the oxen to big brush and dragged it back and forth until it was well raked. I have no hoe yet, but with the help of a stick, I have managed to plant a number of seeds. <pause>

. . . They have been breaking sod near here with yoke of oxen [two oxen fitted to a wooden beam that allowed the oxen to pull a load together]. One man drives, one plows and one follows with an ax. He chops into the upturned sod, and drops corn in the cut, puts his foot on the place, and takes a step and repeats. <pause>

Source 3 <pause>

John Deere's Steel Plow <pause>

Illinois blacksmith John Deere developed the first steel plow in 1837. The steel plow was important to the success of the homesteaders on the Great Plains. <pause>

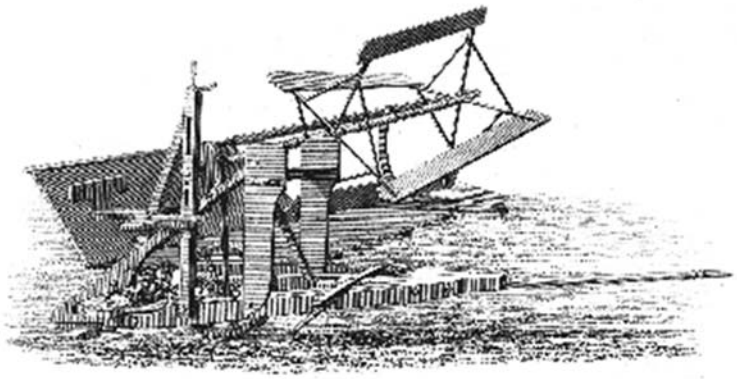
Source: Smithsonian Institution.

Source: Smithsonian Institution. <pause>

Source 4 <pause>

Cyrus McCormick's Mechanical Reaper <pause>

In the 1830s, Cyrus McCormick and other American inventors introduced improvements to mechanical reapers. Horses pulled these machines to harvest grains. Mechanical reapers saved hours of labor by people and allowed many more crops to be grown. <pause>



Source: Anon/Getty Images, Inc.

Source: Anon/Getty Images, Incorporated. <pause>

Question 7:

Using Source 1 and Source 2, which physical feature **most likely** lured settlers to the West?

A. cheap land that was good for farming

B. giant lakes with plentiful fish

C. deep swamps with rich oil deposits

D. long coastlines that prevented foreign attacks

Question 8:

Which statement **best** explains how early explorations led to the expansion of the United States?

A. Native Americans helped explorers and settlers.

B. The government claimed the land that was explored.

C. People traveled more often to explore new places.

D. Explorers found land that was good for farming or mining.

Question 9:

Which statement **best** describes the impact of the inventions shown in Source 3 and Source 4?

A. They allowed people to determine which land was most fertile.

B. They allowed people to alter the landscape to meet their needs.

C. They allowed people to clear land so they could build roads.

D. They allowed people to give their farm animals more rest.

Question 10:

How did the events in Source 1 **most likely** lead to more people settling in the West?

A. The events allowed the government to force settlers to move there.

B. The events encouraged settlers to travel there on vacation.

C. The events allowed the country to add large amounts of land for settlers.

D. The events encouraged settlers to demand independence from the government.

Question 11:

How did the inventions of the tools shown in Source 3 and Source 4 affect migration in the United States?

A. The tools made it cheaper for settlers to live in the West.

B. The tools increased the demand for ranch workers in the West.

C. The tools made it easier for settlers to establish farms in the West.

D. The tools increased the opportunities for gold miners in the West.

Question 12:

Based on Source 2, how did the physical characteristics of Kansas **most likely** shape its economic development?

A. The large amount of fertile land made farming profitable in Kansas.

B. The great distances between towns made trade difficult in Kansas.

C. The flat land made it easier for companies to build factories in Kansas.

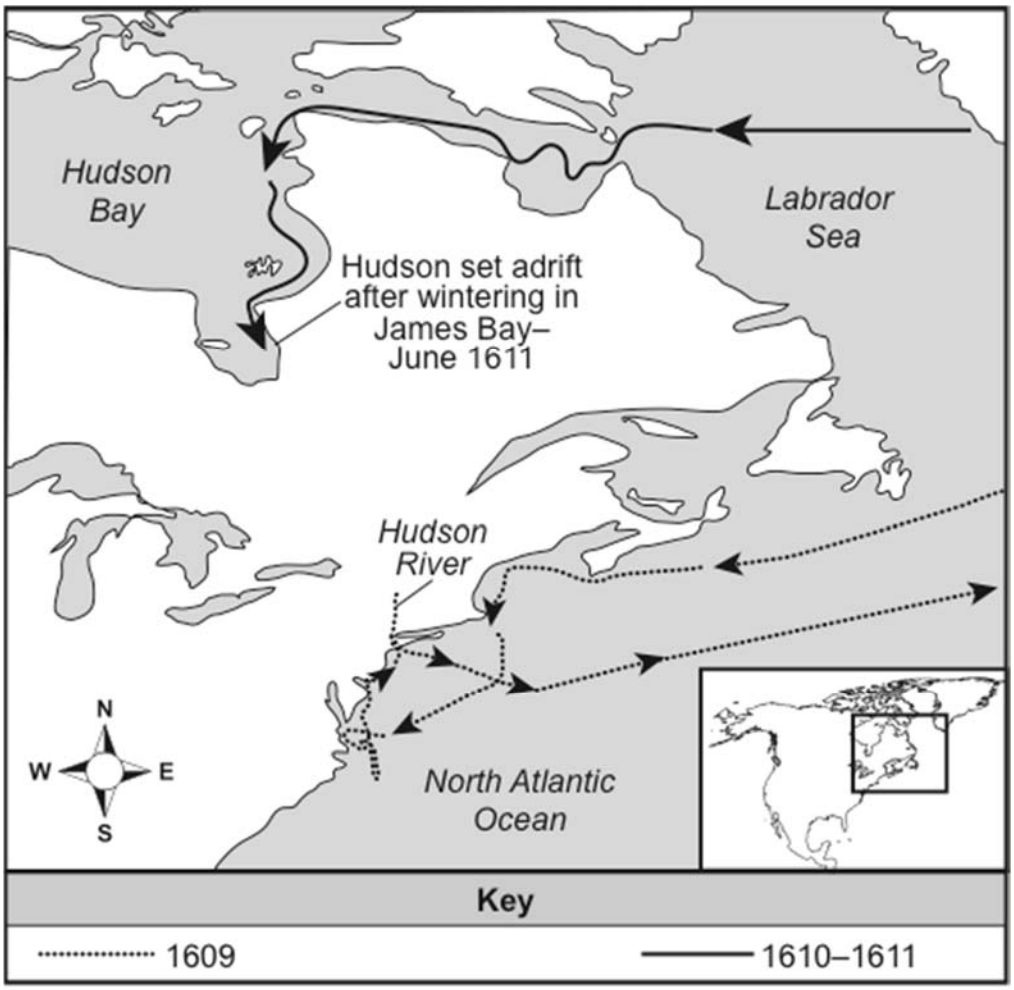
D. The overgrown forests encouraged timber companies to locate in Kansas.

Read and study the sources about the explorations of Henry Hudson. Then use the three sources and your knowledge of social studies to answer the questions. <pause>

Source 1 <pause>

Voyages of Henry Hudson (1609 to 1611) <pause>

Henry Hudson was an English explorer sent to North America in 1609 by Dutch traders to find the Northwest Passage to China. He failed at that, but succeeded at finding and claiming new areas for Dutch colonization. He returned the following year, financed by English investors. <pause>



Source: The Mariners' Museum.

Map: The labels, from left to right, are Hudson Bay; Hudson set adrift after wintering in James Bay – June 1611; Hudson River; North Atlantic Ocean; Labrador Sea. <pause>

Key: 1609. 1610 to 1611. <pause>

Source: The Mariners' Museum. <pause>

Source 2 <pause>

Adapted from *Contract between the Dutch East India Company and Henry Hudson* (1609) <pause>

The merchants of the Dutch East India Company gave special instructions about Henry Hudson's responsibilities in a contract. <pause>

The directors shall equip [supply with items needed for a particular purpose] a small ship and provide men, supplies, and other necessities [things that are needed]. Hudson shall sail to search for the Northwest Passage. He shall gain as much knowledge of the lands as can be done without much loss of time. If possible, he shall return immediately to make a complete report of his voyage to the directors. He will deliver his journals, log books, and charts, together with a report of everything that happens to him during the voyage. <pause>

Source 3 <pause>

Henry Hudson Meeting Native Americans in New York (1609) <pause>

Henry Hudson's crew traded with, and sometimes fought, Native Americans they met in the areas they explored. The Dutch quickly established the colony of New Netherland to take part in the fur trade with Native Americans. <pause>

Source: Everett Collection Historical/Alamy.

Source: Everett Collection Historical/Alamy. <pause>

Question 13:

Based on Source 1 and Source 2, what is the **most likely** reason Henry Hudson was looking for a water route to the northwestern part of North America?

A. He was looking for a faster way to get to Asia.

B. He was looking for new sources of raw materials.

C. He wanted to establish a new colony in Asia.

D. He wanted to discover a new continent.

Question 14:

Based on Source 3, which statement **best** describes how Henry Hudson affected European settlement in the New World?

A. His explorations allowed the Dutch to settle most of the land in the New World.

B. His conflicts with Native Americans created problems for Dutch settlers in the New World.

C. His failure to find good land for farming made Dutch settlers lose interest in the New World and return to Europe.

D. His discoveries allowed the Dutch to settle in the New World and earn profits through trade.

Question 15:

Based on Source 1 and Source 2, what did the directors of the Dutch East India Company **mainly** hope to gain from Hudson's exploration?

A. They hoped to establish a new nation in North America.

B. They hoped to find a faster way to ship goods to Asia.

C. They hoped to become trading partners with Native Americans.

D. They hoped to learn about new types of plants and animals.

Question 16:

Which statement **best** explains the risk taken by the company that spent money on Hudson's explorations?

A. The company could face conflicts between explorers in the same region.

B. The company could lose future business if the explorers got lost.

C. The company could lose large amounts of money if the explorers failed.

D. The company could get blamed for the behavior of the explorers they hired.

Question 17:

Based on all of the sources, describe **two** different ways that explorers like Henry Hudson encouraged Europeans to immigrate to the New World.

Read and study the sources about the iron and steel industry. Then use the four sources and your knowledge of social studies to answer the questions. <pause>

Source 1 <pause>

Adapted from *William Kelly* (1811 to 1888) <pause>
by Arshad Mahmud <pause>

Inventor William Kelly developed a process that made steel stronger and cheaper. Steel became the most important construction material of the Industrial Revolution. <pause>

Beginning in 1847, Kelly made a series of experiments in an attempt to save on fuel costs in his furnace. He discovered that a blast of air would increase the temperature of the molten [melted] cast iron. Air drafts cause molten iron to glow white-hot. Kelly became convinced that air blown through molten iron not only would remove the carbon, but also would cause the temperature of the molten mass to rise. <pause>

Kelly succeeded in producing iron and steel with his process. The quality of the steel was still largely uncertain. He did not patent [apply for an official government document giving an inventor the right to make, use, or sell an invention] the process immediately, but continued working on it. <pause>

In 1856 he learned that Henry Bessemer had patented a similar process and was applying for a patent in the United States. Bessemer was trying to make stronger steel and had proved his method a success. Kelly objected to Bessemer's patent application and revealed his own experiments. In 1857, he was granted a patent for his process. <pause>

Source: *William Kelly* by Arshad Mahmud. Copyright © 2012 The American Society of Mechanical Engineers. Reprinted courtesy of ASME. <pause>

Source 2 <pause>

Bethlehem Steel Works, Pennsylvania (1912) <pause>

Bethlehem Steel was an iron company established in 1857. It became the second largest steel producer in the United States. Steel from the Bethlehem mills was used to build ships and skyscrapers. Steel mills were located near waterways and railroad lines. This made it easier to transport natural resources and finished products. <pause>

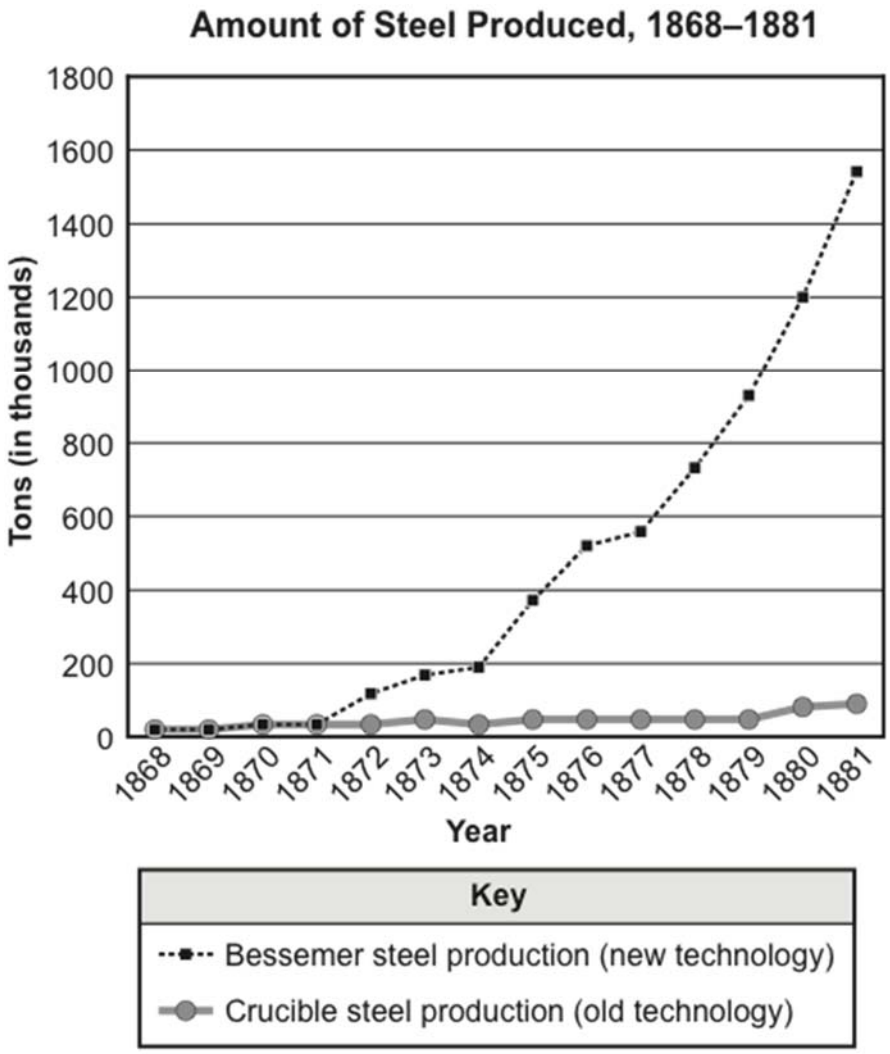
Source: Library of Congress.

Source: Library of Congress. <pause>

Source 3 <pause>

U.S. Steel Production, 1868 to 1881 <pause>

The processes developed by William Kelly and Henry Bessemer affected the amount of steel produced in the United States between 1868 and 1881. During this period, steel was used mostly to make steel rails for railroads. The first graph shows how much steel was produced. The second graph shows the effect of this production on the price of steel rails. <pause>

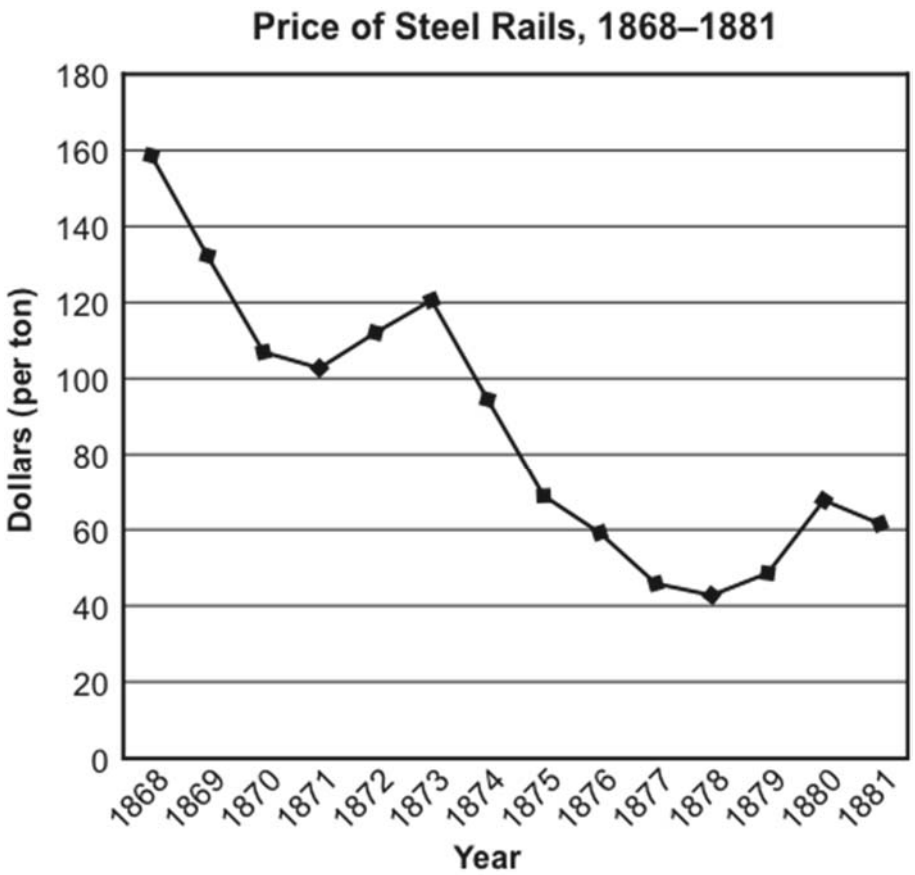


Source: U.S. Department of Labor, Bureau of Labor Statistics.

The title of the graph is Amount of Steel Produced, 1868 to 1881. <pause> The vertical axis is labeled Tons (in thousands). The horizontal axis is labeled Year. <pause>

Key: Bessemer steel production (new technology); Crucible steel production (old technology) <pause>

Source: U.S. Department of Labor, Bureau of Labor Statistics. <pause>



Source: U.S. Department of Labor, Bureau of Labor Statistics.

Graph: The title of the graph is: Price of Steel Rails, 1868 to 1881. <pause> The vertical axis is labeled Dollars (per ton). The horizontal axis is labeled Year. <pause>

Source: U.S. Department of Labor, Bureau of Labor Statistics. <pause>

Source 4 <pause>

Steel Worker (1919) <pause>

A steel worker, called a *puddler,* drains iron ore from a furnace to create a ball of molten iron. The worker then carries the ball of molten iron to a rolling mill, where the molten iron is formed into steel goods. <pause>

Source: Library of Congress.

Source: Library of Congress. <pause>

Question 18:

Using Source 1 and Source 3, which statement **best** explains how Kelly's and Bessemer's improvements in iron production also helped other industries?

A. The falling price of steel rails allowed railroad companies to expand.

B. The new process made it necessary to build additional worker housing.

C. The new process required more workers to mine raw materials.

D. The falling price of steel led to the creation of labor unions.

Question 19:

Using all of the sources, how did the changes in steel production affect the lives of average people? <pause>

Select the **two** correct answers.

A. Transportation costs increased.

B. Workers had more free time.

C. People traveled by train to more places.

D. Land became more valuable.

E. Construction jobs increased.

F. Pollution from factories decreased.

Question 20:

Which statement explains the **most likely** reason that the steel company built its plant in Bethlehem, Pennsylvania, as shown in Source 2?

A. Bethlehem was a small town with no competing industries.

B. Bethlehem was close enough to access the necessary raw materials.

C. Bethlehem had a large population of people looking for work.

D. Bethlehem had lower wages than other similarly sized cities.

Question 21:

How did improvements in steel production affect the price of steel rails, as shown in Source 3?

A. New technologies made steel rails stronger while increasing their cost.

B. New technologies decreased the demand for workers, which decreased the cost of steel rails.

C. New technologies decreased the amount of iron on the market, which increased the cost of steel rails.

D. New technologies allowed workers to produce steel rails at a lower cost.

Question 22:

Based on all of the sources, describe **one** way that improvements in steel production affected human resources and **one** way that improvements in steel production affected natural resources.

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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Read and study the sources about the American Revolution and the Constitution. As you read the four sources, think about the form of government the United States adopted and the main purposes of the new government. After you read the sources, answer the questions. <pause>

Source 1 <pause>

Creation of the United States of America <pause>

Timeline. April 1775: Shots are fired at Lexington and Concord. <pause>

July 1776: Declaration of Independence is adopted. <pause>

October 1777: Continental Army wins Battle of Saratoga. <pause>

December 1777: Continental Army suffers during winter at Valley Forge. <pause>

February 1778: France enters war to help Continental Army. <pause>

March 1781: Article of Confederation establish a government for the new country. <pause>

October 1781: British surrender at Yorktown. <pause>

September 1783: Treaty of Paris ends war. <pause>

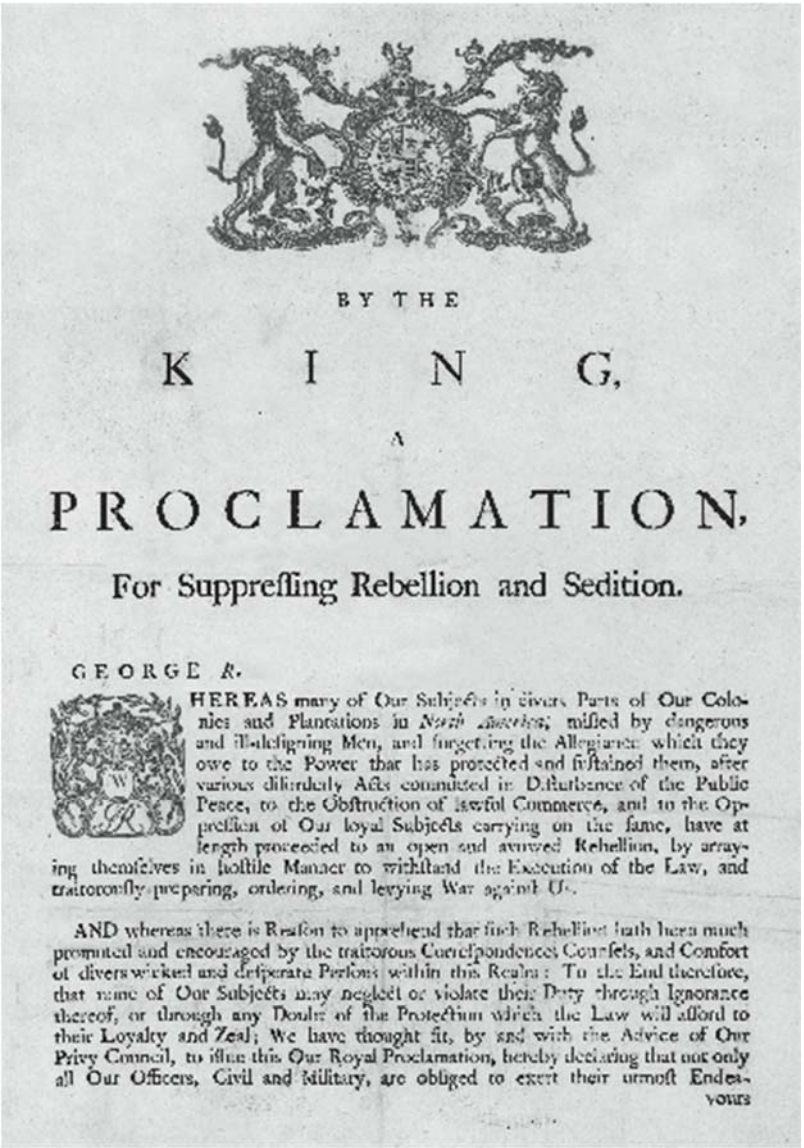
September 1787: Constitutional Convention adopts new form of government. <pause>

June 1788: U. S. Constitution is adopted. <pause>

Source 2 <pause>

Proclamation for Suppressing Rebellion and Sedition [actions or speech urging people to refuse to obey the government] (1775) <pause>

King George III of Great Britain issued this announcement after fighting broke out in the colonies. In the announcement, the king says that he will punish the British colonies for disobeying him. He says that he will also punish British subjects who fail to report revolutionary activity. <pause>



BY THE

K I N G,

A

PROCLAMATION,

For Suppressing Rebellion and Sedition.

GEORGE R.

HEREAS many of Our Subjects in divers Parts of Our Colonies and Plantations in *North America*, misled by dangerous and ill-designing Men, and forgetting the Allegiance which they owe to the Power that has protected and sustained them, after various disorderly Acts committed in Disturbance of the Public Peace, to the Obstruction of lawful Commerce, and to the Oppression of Our loyal Subjects carrying on the same, have at length proceeded to an open and avowed Rebellion, by arraying themselves in hostile Manner to withstand the Execution of the Law, and traitorously preparing, ordering, and levying War against Us.

AND whereas there is Reason to apprehend that such Rebellion hath been much promoted and encouraged by the traitorous Correspondences, Counsels, and Comfort of divers wicked and desperate Persons within this Realm: To the End therefore, that none of Our Subjects may neglect or violate their Duty through Ignorance thereof, or through any Doubt of the Protection which the Law will afford to their Loyalty and Zeal; We have thought fit, by and with the Advice of Our Privy Council, to issue this Our Royal Proclamation, hereby declaring that not only all Our Officers, Civil and Military, are obliged to exert their utmost Endeavours

Source: The U.S. National Archives and Records Administration.

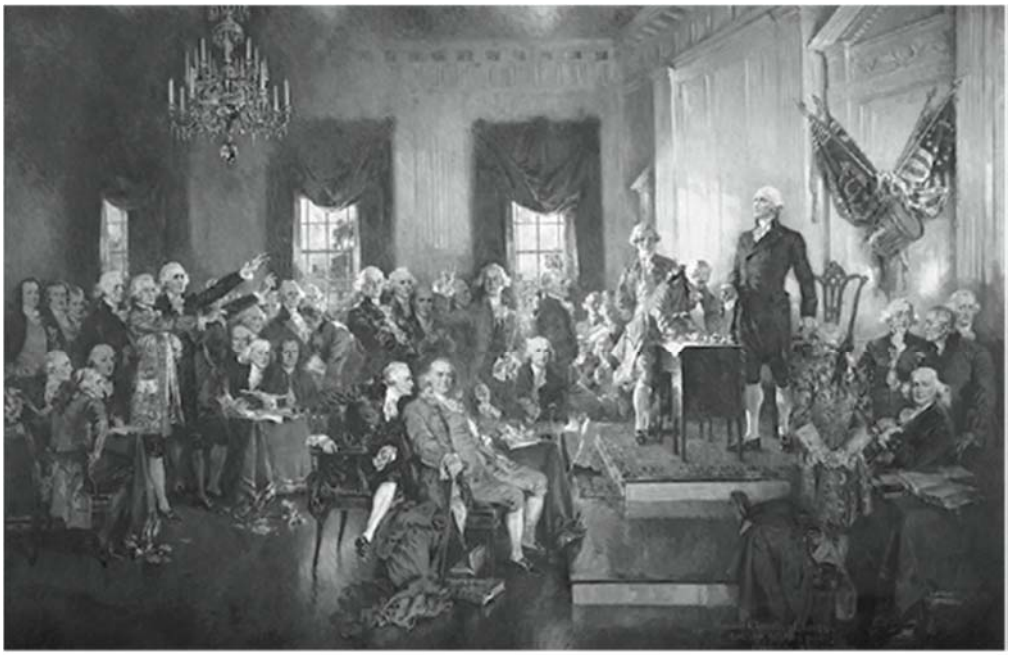
The picture shows an official document from King George. At the top is a royal coat of arms. The text in the document states that the king will punish the British colonies for disobeying him and any British subjects who fail to report revolutionary activity. <pause>

Source: The U.S. National Archives and Records Administration. <pause>

Source 3 <pause>

Signing of the U.S. Constitution (1787) <pause>

George Washington, standing in front of the flags on the right, watches over the signing of the Constitution at Independence Hall in Philadelphia. Delegate Richard Dobbs Spaight Sr. of North Carolina signs the document. Benjamin Franklin sits in the lower middle of the painting. Alexander Hamilton sits beside him. The painting, created by Howard Chandler Christy in 1940, hangs in the U.S. Capitol. <pause>



Source: Wikimedia Commons.

Source: Wikimedia Commons. <pause>

Source 4 <pause>

Preamble to the U.S. Constitution (1787) <pause>

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility [peace], provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity [future generations], do ordain and establish this Constitution for the United States of America. <pause>

Question 23:

Which event from Source 1 convinced King George III to issue the proclamation shown in Source 2?

A. “Shots are fired at Lexington and Concord”

B. “Declaration of Independence is adopted”

C. “Continental Army wins Battle of Saratoga”

D. “U.S. Constitution is adopted”

Question 24:

How does Source 3 **best** show the form of government that the United States adopted with its Constitution?

A. It shows the flags of the different colonies.

B. It shows people discussing an important issue.

C. It shows the beginnings of a political party.

D. It shows elected representatives working for the people.

Question 25:

Which statement **best** explains the importance of the phrase “We the people” in Source 4?

A. The phrase shows that the people, instead of politicians, could make laws for the country.

B. The phrase shows that people from other countries could be prevented from working in government.

C. The phrase shows that the people, instead of a king, would rule the new country.

D. The phrase shows that people would have less authority than the government.

Question 26:

Using the sources and your knowledge of social studies, explain how the federal government meets **two** goals stated in the Preamble to the United States Constitution shown in Source 4. <pause>

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

- Address all parts of the prompt. <pause>
- Include information and examples from your own knowledge of social studies. <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>*

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 3

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.

Read each source and question carefully. To move through the sources, use the pointer tool to move the scroll bar up and down. To keep track of each source, use the source numbers.

To answer test questions, you may have to click on answer bubbles, type in a response box, or follow the item-specific directions.

There are online tools available as you move through the test. For example, you can use the **Next** and **Back** buttons to move from question to question, the **Flag** button to mark any question you want to return to, and the **Review/End Test** button to review your answers. If you have questions about any of the online tools, select the **Help** button or ask your test administrator for assistance.

When you have completed the test, follow the directions on the screen to exit the session.

Keep in mind that once you exit the test, you <u>cannot</u> go back into the session.

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 the rights and responsibilities of citizenship. Then use the three sources and your knowledge of social studies to answer the questions. <pause>

Source 1 <pause>

Ruby Bridges <pause>

In this photograph, Ruby Bridges stands next to a sculpture of herself as a young girl during a ceremony in 2014. The sculpture marks the day in 1960 when Bridges became the first African American to attend the all-white William Frantz Elementary School in New Orleans. Before that, black students and white students had to attend separate schools. The Supreme Court ruled this practice unconstitutional with the 1954 case of *Brown v. Board of Education*. <pause>

Source: SiliconValleyStock/Alamy.

Source: Silicon Valley Stock/Alamy. <pause>

Source 2 <pause>

Some Ways to Be a Good Citizen <pause>

Chart. A good citizen. <pause>

Obeys laws and respects authority. <pause>

Contributes to the community. <pause>

Respects the rights of others. <pause>

Learns what is going on in the world. <pause>

Is trustworthy and honest. <pause>

Is responsible. <pause>

Source 3 <pause>

Thomas Jefferson on Citizenship (1792) <pause>

Thomas Jefferson was the main author of the Declaration of Independence and the third president of the United States. At the time of this quotation, he was serving as secretary of state under President George Washington. <pause>

"A nation, as a society, forms a moral person, and every member of it is personally responsible for his society." <pause>

Question 27:

Based on Source 1, which right did Ruby Bridges exercise in 1960?

A. the right to worship freely

B. the right to run for public office

C. the right to equal treatment

D. the right to a fair trial by jury

Question 28:

Based on Source 2, which statement describes a responsibility of citizenship?

A. Citizens should learn about current events and political issues.

B. Citizens should take important issues to the Supreme Court.

C. Citizens should ignore the opinions of people they disagree with.

D. Citizens should vote for the candidate who is most likely to win.

Question 29:

Based on Source 2 and Source 3, which statements **best** describe qualities of good citizens? <pause>

Select the **two** correct answers.

A. They go to college.

B. They use their talents.

C. They spend money.

D. They vote in elections.

E. They volunteer their time.

F. They study history.

Question 30:

Using all of the sources, which statement **best** describes how good citizens contribute to the democratic process in the United States?

A. Good citizens write articles to make money.

B. Good citizens write to their senators to express opinions.

C. Good citizens start schools to improve education.

D. Good citizens make new laws to benefit themselves.

Question 31:

Which activity **best** describes an individual citizen helping to solve a current problem?

A. Brianna learns about how people of her community are working to clean up litter at local parks.

B. Richard writes a report for the local newspaper, describing an important event in state history.

C. Michael speaks to the city council, asking them to put a stop sign at a dangerous intersection.

D. Gabriela visits the mayor of her town and then tells her classmates about the experience.

Question 32:

Based on Source 1 and Source 3, which statement **best** describes how Ruby Bridges fulfilled Thomas Jefferson's idea of being personally responsible to society?

A. She attended school when no one else wanted to.

B. She followed new laws as soon as they were made.

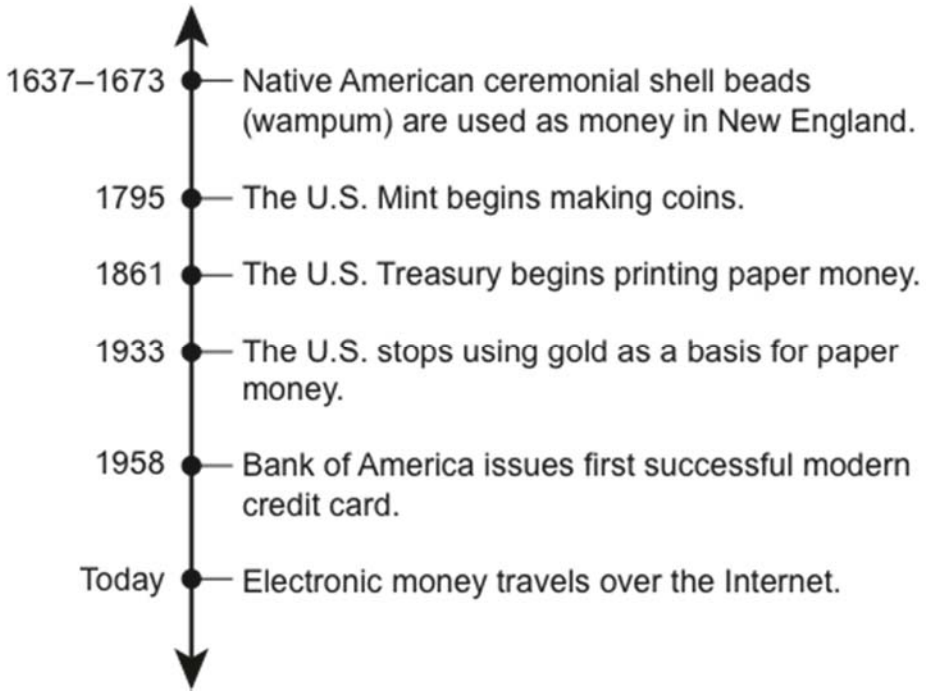
C. She took a courageous stand on an important issue.

D. She changed what students learned about in school.

Read and study the sources about wants, needs, and money. Then use the three sources and your knowledge of social studies to answer the questions. <pause>

Source 1 <pause>

The History of Money in North America <pause>



Timeline. 1637 to 1673: Native American ceremonial shell beads (wampum) are used as money in New England. <pause>

1795. The U.S. Mint begins making coins. <pause>

1861: The U.S. Treasury begins printing paper money. <pause>

1933: The U.S. stops using gold as a basis for paper money. <pause>

1958: Bank of America issues first successful modern credit card. <pause>

Today: Electronic money travels over the Internet. <pause>

Source 2 <pause>

***The Country Editor—Paying the Yearly Subscription* (1874)** <pause>
by F. S. Church <pause>

In this drawing, a man offers a rabbit in exchange for a newspaper subscription. This form of payment, called bartering, was once very common. <pause>

Source: Library of Congress.

Source: Library of Congress. <pause>

Source 3 <pause>

From *Brightside: The Essential Guide to Careers, Education and Student Life*
<pause>

Debit Cards <pause>

A debit card lets you pay for things with money from your bank account without needing cash. To use it you'll need your PIN [personal identification number, a series of numbers known only to the cardholder and the bank] . . . which you enter into a card terminal [credit and debit card pay machine] in shops, or into a website when buying things online. The money is normally deducted [subtracted] from your bank balance in one to two days. <pause>

Credit Cards <pause>

Using a credit card is similar to using a debit card. A credit card doesn't immediately deduct money from your bank account. This is because credit cards let you spend money the bank has lent you up to a certain limit every month. The bank then sends you a bill for the total amount of everything you've bought. You don't have to pay it back all at once, but you do pay interest on any money you haven't paid back. <pause>

Source: *Credit Cards and Debit Cards Explained*. Copyright © 2003−2016 Brightside. Reprinted by permission of the Brightside Trust. <pause>

Question 33:

Based on Source 2, which statement **best** describes an advantage of bartering?

A. People can set the price for things they buy.

B. People can find a use for things that are otherwise useless.

C. People can learn about new businesses in their neighborhood.

D. People can get things they need even if they lack cash.

Question 34:

Based on all of the sources, which statement **best** describes an advantage of paper money over bartering?

A. Paper money allows people to spend more than they can afford.

B. Paper money allows people to pay for both goods and services.

C. Paper money is worth the same amount in all stores.

D. Paper money is protected by a secret PIN code.

Question 35:

Based on Source 3, which statement **best** explains the difference between a debit card and a credit card?

A. A debit card can be used on store websites, while a credit card can only be used on bank websites.

B. A debit card withdraws money from a bank account, while a credit card is a loan that must be paid back.

C. A credit card requires cash in the bank, while a debit card requires only a bank account.

D. A credit card is issued by a bank, while a debit card is issued by a private lender.

Question 36:

Using Source 1, which branch or branches of the government are responsible for printing money?

A. the legislative branch

B. the executive branch

C. the judicial and legislative branches

D. the executive and judicial branches

Question 37:

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

The Oregon Trail <pause>

Source: National Park Service.

Map. The labels, from left to right, are: Oregon City, Oregon, Idaho, Wyoming, Nebraska, Kansas, Independence, Missouri. <pause>

Source: National Park Service. <pause>

Which statement **best** explains why people in the 1800s used the trail shown on the map?

A. Pony Express mail carriers used the route to deliver the mail.

B. Farmers used the route to take goods to the East Coast.

C. Settlers took the route to reach new territory on the West Coast.

D. Native Americans took the route when they moved to reservations.

Question 38:

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

***Betsy Ross*, 1777** <pause>
by J. L. G. Ferris <pause>

The picture shows Betsy Ross explaining to John Ross and Robert Morris how she made an American flag. George Washington sits in the chair to the left. <pause>

Source: Library of Congress.

Source: Library of Congress. <pause>

Which statement **best** describes the significance of the changes in the United States flag since Betsy Ross made the flag in the picture?

A. Colors have been changed to match the Great Seal of the United States.

B. Stars have been added as states have been admitted into the Union.

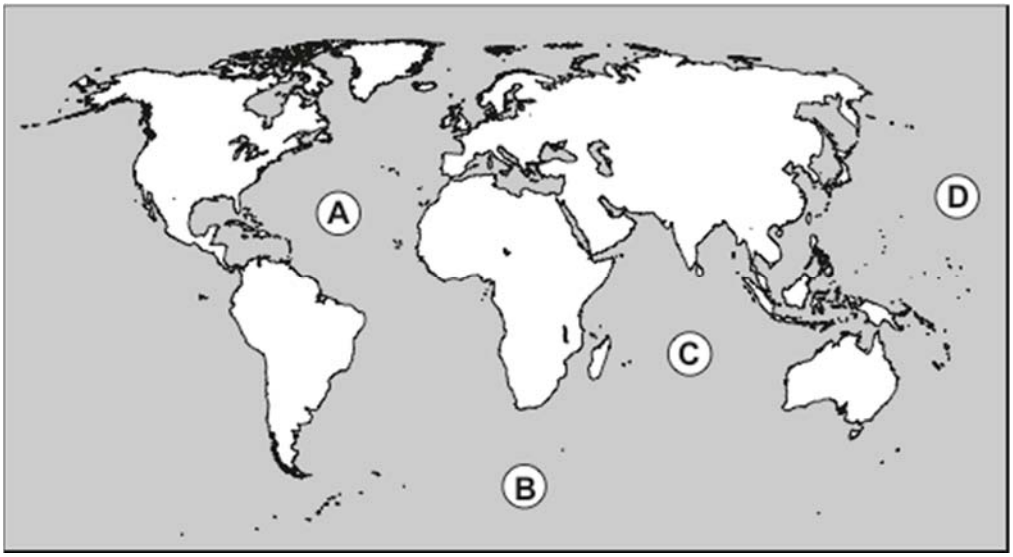
C. Stripes have been added as the Constitution has been amended.

D. The size has been changed as the population of the United States has grown.

Question 39:

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

Oceans of the World <pause>



Which letter on the map shows the location of the Indian Ocean?

A. letter A

B. letter B

C. letter C

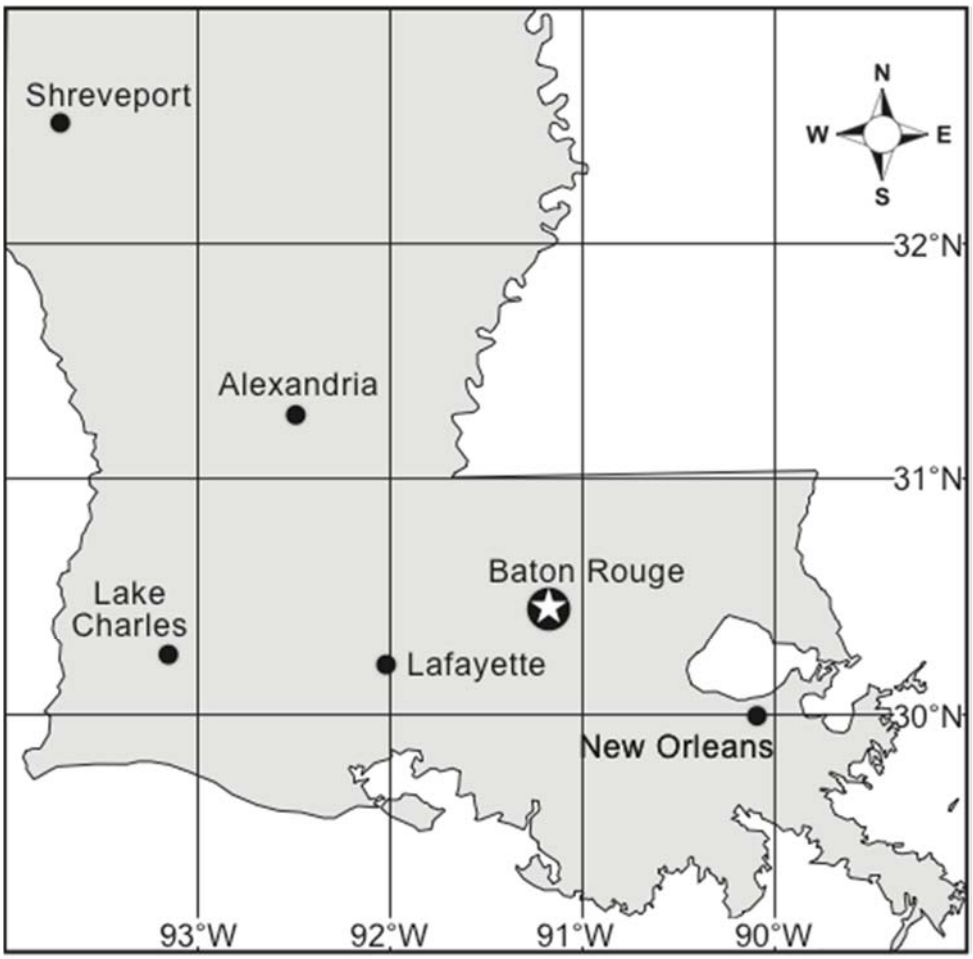
D. letter D

Question 40:

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

Latitude and Longitude in Louisiana <pause>

The map shows latitude and longitude lines in Louisiana. <pause>



Map. The labels from left to right and top to bottom are: Shreveport, Alexandria, Lake Charles, Lafayette, Baton Rouge, New Orleans. <pause>

Which city in Louisiana is located closest to 30.5°N and 93.15°W?

A. Lafayette
B. New Orleans
C. Lake Charles
D. Baton Rouge

Question 41:

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

Key Amendments to the U.S. Constitution <pause>

First Amendment—Citizens have freedom of religion, speech, and press.

Fourteenth Amendment—Citizens are protected by the law and states cannot reduce their rights.

Fifteenth Amendment—All male citizens have the right to vote regardless of race, color, or whether they had been enslaved.

Nineteenth Amendment—All female citizens have the right to vote.

Twenty-Fourth Amendment—Prohibits states from charging citizens a tax in order to vote.

Twenty-Sixth Amendment—Sets the national voting age at 18.

First Amendment—Citizens have freedom of religion, speech, and press. <pause>

Fourteenth Amendment—Citizens are protected by the law and states cannot reduce their rights. <pause>

Fifteenth Amendment—All male citizens have the right to vote regardless of race, color, or whether they had been enslaved. <pause>

Nineteenth Amendment—All female citizens have the right to vote. <pause>

Twenty-Fourth Amendment—Prohibits states from charging citizens a tax in order to vote. <pause>

Twenty-Sixth Amendment—Sets the national voting age at 18. <pause>

Why have these amendments been added to the U.S. Constitution since it was adopted in 1787?

A. to expand the rights of citizens

B. to ensure that all citizens vote

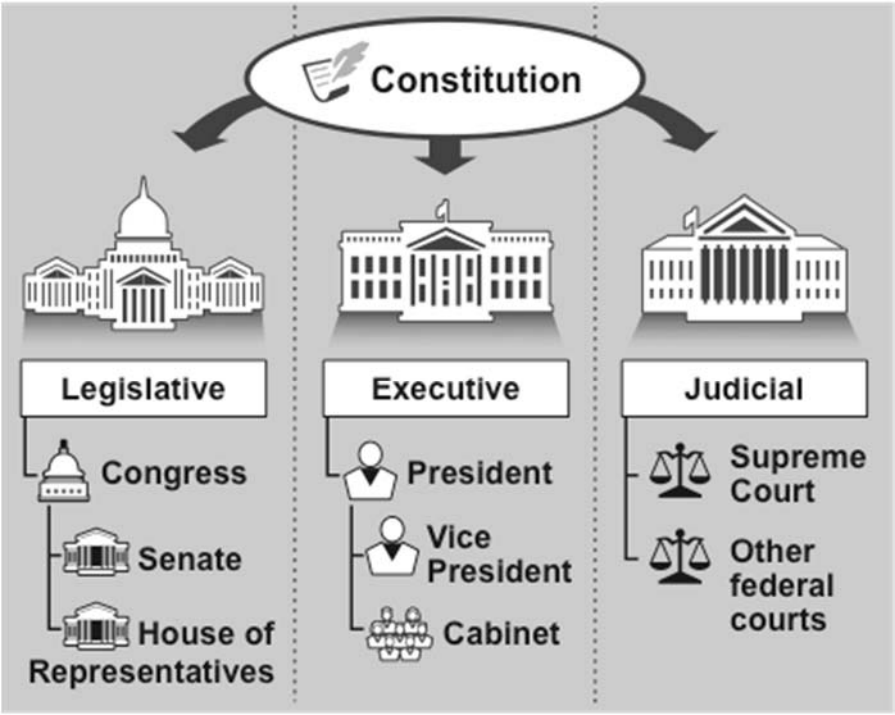
C. to identify which citizens can hold office

D. to define the responsibilities of citizens

Question 42:

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

Three Branches of Government <pause>



Source: USA.gov.

The oval at the top is labeled Constitution. <pause>

The left column reads: Legislative; Congress; Senate; House of Representatives. <pause>

The middle column reads: Executive; President; Vice President; Cabinet. <pause>

The right column reads: Judicial; Supreme Court; Other Federal Courts. <pause>

Source: USA.gov. <pause>

Which branch or branches of the government are responsible for deciding what laws mean?

A. the executive and the legislative

B. the executive

C. the judicial and the legislative

D. the judicial

Question 43:

Which statement **best** explains how banks benefit the economy?

A. Banks provide a safe place for people to keep their money.

B. Banks ensure that people pay back money that they borrow.

C. Banks ensure that people have enough money to pay their bills.

D. Banks pay people for spending their money at local businesses.

Question 44:

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

Questions from U.S. Citizenship Test <pause>

People who want to become U.S. citizens must correctly answer six out of 10 questions about U.S. history and government. Below are some possible questions. <pause>

- What is the highest law of the land? <pause>
- What is an amendment? <pause>
- How many U.S. senators are there? <pause>
- Who is the commander in chief of the military? <pause>
- How many justices are on the Supreme Court? <pause>

Which statement **best** describes what passing the citizenship test shows about the person taking the test?

A. The person is likely to adjust easily to life in a new country.

B. The person has completed all of the forms necessary for citizenship.

C. The person knows basic facts about U.S. government and history.

D. The person will be able to get a job to support his or her family.

Question 45:

Which statement about immigration to the United States is the **best** example of the concept of the “melting pot”?

A. A family from Sweden moves to the United States in 1875, studies English, and adopts some U.S. customs.

B. A young man from China moves to the United States in 1855, lives with relatives in a Chinese neighborhood, and speaks Chinese.

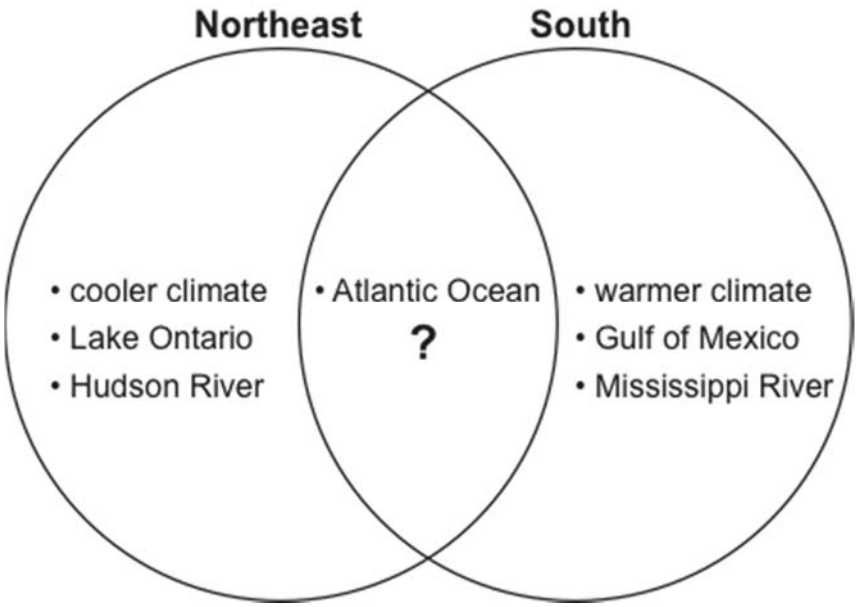
C. A couple from Italy moves to the United States in 1902, speaks Italian, and practices Italian traditions.

D. A woman from Russia moves to the United States in 1911, opens a restaurant for Russian immigrants, and serves Russian food.

Question 46:

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

Physical Characteristics of U.S. Regions <pause>



The left circle is labeled Northeast. The entries in the left circle are: cooler climate; Lake Ontario; Hudson River. <pause>

The right circle is labeled South. The entries in the right circle are: warmer climate; Gulf of Mexico; Mississippi River. <pause>

The space where the circles intersect contains the entries: Atlantic Ocean and a question mark. <pause>

Which physical characteristic **best** completes the Venn diagram?

A. Grand Canyon

B. Everglades

C. Long Island

D. Appalachian Mountains

Question 47:

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

Making a Decision about Money <pause>

The Ortega family meets its needs each month by following a budget. This month, the family has money left over after paying bills and putting money in savings. Each child wants the family to use the extra money in a different way. <pause>

- **Gabriel:** "If you buy a new television, you can put it downstairs for us kids to watch." <pause>
- **Sofia:** "If you buy a new bicycle for me, I can get a job delivering newspapers." <pause>
- **Isabella:** "If you buy tickets to an amusement park, we can all have a fun time." <pause>
- **Tomás:** "If you buy a new cell phone for me, I can text my friends." <pause>

Which idea **most directly** benefits the most people, and why?

A. Gabriel's idea, because all of the children would enjoy watching the television

B. Sofia's idea, because the bicycle would allow her to earn extra money

C. Isabella's idea, because the family would go to the amusement park

D. Tomás's idea, because a cell phone would help him stay in contact with the family

Question 48:

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

The Declaration of Independence (1776) <pause>

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." <pause>

Which statement **best** explains why the writers of the Declaration of Independence used the phrase "all men are created equal"?

A. They believed that people who were happy would follow orders.

B. They disagreed with the idea that a king should rule over all people.

C. They believed that all people should have the same rights regardless of their race.

D. They disagreed with the idea that people should make their own laws.

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