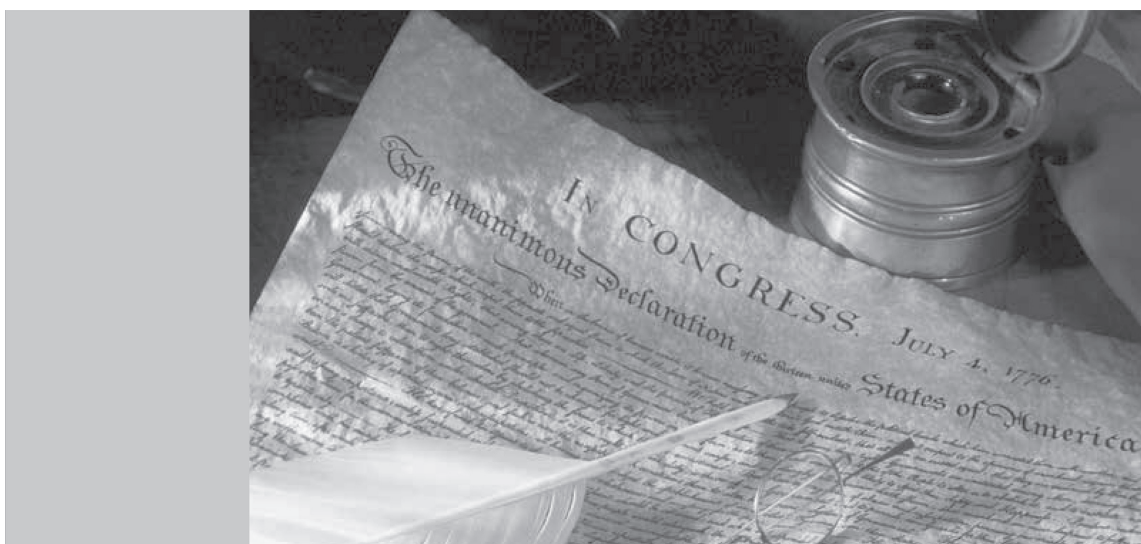
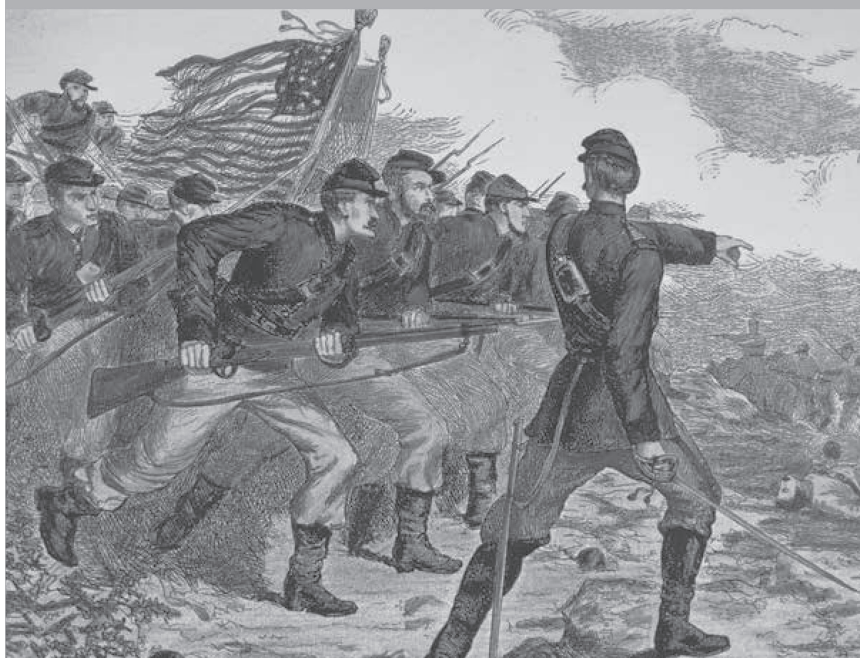


\$7.95

TEACHER'S ANSWER KEY TO



Mastering Ohio's Grade 4 **SOCIAL STUDIES STANDARDS**



ZIMMER
JARRETT
KILLORAN

The questions in *Mastering Ohio's Grade 4 Social Studies Standards* ask students to perform a variety of tasks as required by the Ohio Department of Education's Content Statements. In many cases, there is no single correct answer. In evaluating student responses, see whether the student supports his or her position with appropriate reasons, details, and facts.

GEOGRAPHY

GEOGRAPHY PRE-TEST: Pages 7-9

1. D
2. B
3. C
4. The photograph expresses the concept of **cultural diversity**.
5. Part B: Ohio River and the Mississippi River
6. **Positive Consequence:** Dams help to prevent floods and help to generate low-cost electricity.
Negative Consequence: The building of a dam often requires the flooding of an area to create a reservoir, which requires some people to relocate.

CHAPTER 1: MAP SCALE AND DIRECTIONS

Page 12: Content-Area Vocabulary

- **Second Circle.** These terms are all intermediate directions.
- **Third Circle.** These are all terms that identify a different part of a map.

Page 18: Answering Map-Based Questions

- A. The distance between Cleveland and Canton is **about 50 miles**.
- B. The distance between Dayton and Mansfield is **about 115 miles**.
- C. The Ohio city that is precisely 50 miles from the Ohio River is **Zanesville**.

Pages 19-23: Practice Assessment Questions

1.
 - Janesville is directly north of the city of Davis.
 - First take Route 10 in a northwest direction for about 75 miles.
 - Then, take Route 25 in a northerly direction for about 30 miles.
 - Finally, take Route 7 in an easterly direction for about 45 miles.
2.
 - A. According to this map, Bradley is 75 miles from Davis.
 - B. Jonesville is 40 miles east of Savark.
 - C. Jericho is 30 miles northwest of Savark.
 - D. Bradley is 30 miles southwest of Savark.
3. The relative location of the **Appalachian Plateau** is in the eastern half of Ohio and bordering the Ohio River along its eastern and southern border.
4. The relative location of the **Great Lake Plains** is in the northern part of Ohio, along the shores of Lake Erie.
5. The relative location of the **Bluegrass Region** is in the southwestern part of Ohio, running along the banks of the Ohio River.
6. A
7. B
8. B

Evidence-Based Set (Pg. 22)

9. B
10. • Cleveland to Columbus: 140 miles
• Columbus to Cincinnati: 105 miles
11. Portsmouth (or Cincinnati)
12. C
13. Indiana is located directly west of Ohio.
14. Kentucky is the name of the state you would come to first when traveling southeast of Ohio.
15. Michigan is located northwest of Ohio and southwest of Lake Huron.

CHAPTER 2: OHIO'S IMPACT ON OUR NATION'S ECONOMIC DEVELOPMENT

Page 28: Content-Area Vocabulary

Student responses should reflect information provided in the text, pages 23-26.

Pages 31-36: Practice Assessment Questions

1. Goods were shipped by water routes to New York City by sending them north along the Ohio and Erie Canal to Lake Erie. Then goods traveled east along the Erie Canal to Troy. Finally, south down the Hudson River to New York City.
 2. Settlers from Pennsylvania reached the Mississippi River by traveling westward along the Pennsylvania Canal, then along the Ohio River to the Mississippi River.
 3. **Less Affected By Global Competition:** A – B – C – G – J
Highly Affected By Global Competition: D – E – F – H – I – J
 4. Corn has become an important source of energy because it can be used as a bio-fuel to power trains, trucks and automobiles.
 5. Two industries that were powered by Ohio's coal reserves were steel and automobile manufacturing.
 6. • Oats: FPI
• Petroleum: SI, RI, FPI, ORI
• Corn: FPI
• Water: SI, RI, FPI, ORI
• Wheat: FPI
• Coal: SI (Other industries may use electricity from power plants using coal.)
• Latex: RI
• Iron ore: SI
 7. A. The steel industry supplied the steel needed by such industries as automobile production and construction.
B. The rubber industry supplied the rubber for the tires needed by automobiles.
-
- | | |
|-----------------------------|-------|
| 8. C | 12. B |
| 9. D | 13. C |
| 10. A. Cincinnati B. Toledo | 14. C |
| 11. A | 15. B |

CHAPTER 3: REGIONS OF THE UNITED STATES IN THE EARLY 1800s

Page 41: Content-Area Vocabulary

The terms and phrases that do not fit are:

Box 1: Bread Basket.

Box 2: Crops of cotton and rice.

Box 3: Use of slave labor.

Box 4: Plantations.

Pages 42-48: Practice Assessment Questions

1. A sample student response for the North might note that its physical characteristics consisted of rocky soil in some parts, a lack of fertile land, long winters, and a cold climate. Its economic characteristics included cities, textile factories and railroad lines.
 2. **North:** A center of U.S. manufacturing and industry.
South: Use of slave labor to grow cash crops.
West: Served as the “Bread Basket” of the early United States.
 3. **PART A:** The West’s flat lands, fertile soil and nearness to rivers, canals and train lines helped the West to grow and ship corn, wheat and flour to the Northeast.
PART B: The North’s long winters and a cold climate prevented it from becoming a center of export agriculture. Instead, the North became a center for factories, textile manufacturing, and railroad lines.
PART C: The South’s long hot summers, fertile soil, and long growing season provided excellent conditions for growing cotton, rice, indigo and tobacco.
 4. B
 5. A
 6.
 - A physical characteristic of the West was its flat land and fertile soil.
 - An economic characteristic of the West was that it served as the nation’s “bread basket” — growing corn and wheat to feed the nation.
-
- | | |
|----------|-----------|
| 7. C | 10. North |
| 8. North | 11. South |
| 9. A | 12. West |

CHAPTER 4: MODIFYING THE ENVIRONMENT

Page 53: Content-Area Vocabulary

- Top:
- Define “environment.” Environment is the air, land and water around us.
 - An example of Ohio’s physical environment would be its wetlands.
 - Destruction of the Ohio’s environment would be harmful to the residents of Ohio.
- Bottom:
- Define “modify.” Modify means to change.
 - An example of successfully modifying the environment is the construction of a dam across a river.
 - Dams are used to modify the environment by protecting against floods.

Pages 54-58: Practice Assessment Questions

1. **PART A:** A sample answer might be that fertilizers, herbicides, and pesticides help farmers to increase the crops they grow free from disease and animal destruction.
PART B: A sample answer might be that fertilizers, herbicides, and pesticides are sometimes left on the crop. These chemicals contain poisons that are harmful to humans when eaten.
2. **PART A:** A sample student answer might be that humans modify their environment by building dams. Dams require the creation of an artificial lake or reservoir on one side.
PART B: A sample answer might be that when dams are built they force families living in the impacted area to move their homes. A positive consequence is that dams can provide low-cost electricity.

3. A sample response might be that when the environment is modified for transportation routes, a negative consequence is that plant and animal ecosystems are often put in danger. A positive consequence is that transportation routes allow people to move from one area to another more easily.
4. PART A: A sample response might be that when clearing a forest it creates more land for building highways and homes. In addition, cleared land can be used by farmers to grow more crops, increasing the food supply.
PART B: A sample response might be that clearing a forest endangers the ecosystem of that area, destroying plant and animal life. It might lead to serious soil erosion, allowing the washing away of nutrients in the soil. It also destroys an important playground for outdoorsmen and those who like to camp in and live outdoors.
5. PART A: A sample response might be that draining a wetland creates more land for building highways and homes.
PART B: A sample answer might be that draining a wetland area destroys the ecosystem of that area, possibly endangering the plants and animals living in that wilderness. It also removes the effect of wetlands as a filter purifying the water that drains into rivers and lakes.

-
- | | |
|------|------|
| 6. A | 8. B |
| 7. A | 9. D |

CHAPTER 5: THE CHANGING POPULATION OF OHIO AND THE NATION

Page 63: Content-Area Vocabulary

Students should base their questions on what these terms have in common.

Box 1: These terms deal with the migration to Ohio by different immigrant groups. A question might be: which groups migrated to Ohio?

Box 2: These terms deal with cultural diversity. A question might be: What is cultural diversity?

Box 3: These terms describe types of cultural diversity. A question might be: In what ways can a society be culturally diverse?

Box 4: These are groups of people who have migrated to Ohio in recent years. A question might be: Why have these groups chosen to come to Ohio?

Pages 65-70: Practice Assessment Questions

1. One change that has taken place in the origins of foreign-born residents coming to Ohio is that there are fewer people coming from European countries and more from Africa, Asia, and Latin America.
2. Ohio's cultural diversity has changed because of the increased migration of Asian, African and Hispanic people and fewer European people moving to Ohio.
3. PART A: A sample answer might be that there are more Asian, African and Hispanic people in America in 2020 than in 1950.
PART B: A sample answer might be that the population of white people in America is on the decline.
PART C: A sample answer might be that the Hispanic population is showing the greatest increase of immigrants to America.

-
- | | |
|------|-----------|
| 4. B | 7. Asia |
| 5. C | 8. Europe |
| 6. A | 9. D |

Evidence-Based Set (Pgs. 69-70)

10. C
11. A
12. A
13. Effect 1: The number of immigrant workers in Ohio today is on the rise.
Effect 2: Immigrants in Ohio today add greatly to the nation's economic well-being.

CHAPTER 6: THE IMPACT OF OHIO'S LOCATION AND TRANSPORTATION SYSTEMS

Page 74: Content-Area Vocabulary

Box 1: These terms are different forms of transportation in Ohio.

Box 2: These examples identify different means of travel around Ohio.

Box 3: These terms deal with companies that are headquartered in Ohio.

Pages 77-82: Practice Assessment Questions

1. Student answers should show a line moving from Cleveland through Lake Erie, along the Erie Canal, down the Hudson River, and along the Atlantic Ocean to Boston.
2. Two positive consequences of building the Ohio and Erie Canal are that it stimulated development along the banks of the canal and that it encouraged economic growth in Ohio. Barges could now cross the state in a shorter period of time. Lastly, grains and goods from Western areas could be sent to Eastern states.
3. Railroads replaced shipping goods by canal in Ohio because they were less expensive to build and faster. For example, instead of goods traveling at 2 to 5 miles per hour, goods could go by rail at speeds of 10 to 20 miles per hour.
4. **Before Canals Were Built in Ohio:**
 1. Goods from northern Ohio had to be sent overland to reach parts of southern Ohio.
 2. The cost of shipping goods overland in Ohio was very high.
 3. Ohio could not compete economically with states along the Atlantic coast.**After Canals Were Built in Ohio:**
 1. Ohio was now able to compete in shipping goods with the more established Atlantic states.
 2. Goods could now move by water from Lake Erie to the Ohio River.
 3. The cost of shipping goods from Ohio dropped sharply.
5. PART A: Student answers may vary.
PART B: A sample student answer should take into account that the location should be near the water to supply a means of transporting goods to market.
6. Canals have become less important today because they are too expensive to build and maintain. Others means of transportation, such as highways and railroads are less expensive to ship goods. Finally, highways provide access to areas that canals do not go to.
7. B
8. D
9. A
10. Erie Canal, Ohio River, Lake Erie, Ohio and Erie Canal, Miami and Erie Canal
11. D
12. A
13. A
14. B
15. D
16. One reason canals were replaced by railways and highway travel as the main means of transporting goods to market was because of costs. Railways and highways were less expensive to operate than canals. In addition, highways and railways allowed delivery in areas that canals did not touch.

GEOGRAPHY UNIT TEST: PAGES 83-90

1. One change to the Hispanic population of the United States has been that it has been increasing since 2000.
2. During the period between 1810 and 1840, canals were a popular method of shipping goods. However, because construction costs for railroads were less than canals and the cost of shipping goods on railroads was faster, canal usage began to decline.
3. C
4. D
5. D
6. **North:** A factory owner
South: A tobacco farmer, a cotton farmer, a plantation owner, a slave.
West: A wheat farmer
7. B
8. B
9. D
10. B
11. D
12. A
13. D
14. **Accurate Statement:**
 - A. Canals were more popular in Ohio before railroads came along.
 - B. Ohio's railroads connected more parts of the state than the canals did.
 - C. There was a direct connection by rail travel from Cincinnati to Cleveland.**Inaccurate Statement:**
 - A. Ohio's canal system connected more parts of the state than railroads did.
 - B. Canals were mainly used for shipping goods from eastern to western Ohio.
 - C. There was a direct connection by water from the city of Akron to Cincinnati.
15. Columbus
16. About 50 miles
17. One positive consequence of cutting down forests in Ohio was that it cleared land that could be turned into productive farm land. However, one negative consequence was that every time a forest was cut down, it harmed plants and animals that were inhabiting that forest.
18. B
19. B
20. A
21. **Natural Waterways:** Mississippi River, St. Lawrence River, Ohio River
Human-Made Waterways: Erie Canal, Miami and Erie Canal, Ohio and Erie Canal, St. Lawrence Seaway
Land Transportation: National Road, Railroads, Baltimore and Ohio Railroads
Air Transportation: Orville and Wilbur Wright, Airports
22. B
23. B

HISTORY

HISTORY PRE-TEST: Pages 92-94

- | | |
|------|------|
| 1. B | 5. C |
| 2. B | 6. D |
| 3. B | 7. A |
| 4. A | |

CHAPTER 7: CREATING A TIMELINE

Page 99: Content-Area Vocabulary

Century: A century is a period of time lasting 100 years.

Decade: A decade is a period of time lasting ten years.

B.C./A.D.: These are terms that refer to periods of time before and after the birth of Jesus. B.C. refers to Before Christ, while A.D. refers to anno Domini, which is Latin for “in the year of our Lord.”

Chronological Order: This term refers to the order in which events have occurred.

Timeline: A timeline shows the order in which events have occurred spread out on a line. The longer spaces between events indicates the passage of a longer period of time.

Page 100-103: PracticeAssessment Questions

1. **PART A:** Students are asked to create a timeline of four events. These four events should appear on the timeline in this order: The French and Indian War ends, The British Parliament passes the Stamp Act, the Boston Tea Party takes place, and Thomas Jefferson writes the Declaration of Independence.
- PART B:** Students’ answers should indicate that these events are important events in U.S. History or key events in the fight for American independence.

- | | |
|------|-------|
| 2. B | 8. C |
| 3. B | 9. B |
| 4. D | 10. A |
| 5. C | 11. D |
| 6. C | 12. C |
| 7. C | |

CHAPTER 8: HISTORICAL NARRATIVE

Page 106: Content-Area Vocabulary

Primary Source:

- A primary source is an original record of an event.
- A primary source differs from other documents in that it is original and was created during the period it describes.
- An example of a primary source is a written diary.
- An example of a source that is not a primary source is a textbook.

Secondary Source:

- Secondary sources are the writings, interpretations and viewpoints of later writers who have reviewed information in primary sources and other secondary sources.
- A secondary source differs from a primary source in that it is created after the event it tells about.
- An example of a secondary source is an encyclopedia or current-day movie about a particular event.
- An example of a source that is not a secondary source is a newspaper report or artifact from an actual event.

Historical Narrative:

- A historical narrative tells the story of a historical event.
- A historical narrative differs from many other types of writings in that it tells events in chronological order.
- An example of a historical narrative is a history book telling what happened during the American Revolution.
- A science book describing the solar system is an example of a type of writing that is not a historical narrative.

Page 109-113: Practice Assessment Questions

1. Examples of the stamp required by the Stamp Act would be a primary source.
2. This artifact is a primary source. It is a primary source since it is an actual powder horn that was used more than 250 years ago. It was used in 1758 by Robert Holmes of Fort Edward, a colonist who fought in the French and Indian War.
3. B
4. D
5. C
6. **Passage 1:** Primary source **Passage 2:** Secondary source
7. C
8. D

Evidence-Based Set (Pgs. 112-113)**9. Primary Source:**

- Abb Judd, letter to his family
- Lawrence Stowe, an Ohio farmer
- Gerald Mulligan, interview

Secondary Source:

- Abbott Smith, *Ohio's First Two Centuries*

10. A

11. The Erie Canal took many years to build. It was a ditch that was 4 feet deep, 40 feet wide and 360 miles long. Many of the workers who helped dig the canal came from Ireland. The Erie Canal connected Lake Erie with the Hudson River. It made it possible for farmers in Ohio to sell their crops back east by shipping their produce to along an all-water route.

CHAPTER 9: GROUPS OF OHIOANS INTERACT

Page 120: Content-Area Vocabulary

- **Prehistoric Indian Tribes:**
Paleo-Indians, Hopewell, Adena, Great Serpent Mounds, Mound Builders, Fort Ancient Indians
- **Historic Indian Tribes:**
Shawnee, Delaware, Ohio Seneca, Ottawa, Wyandot, Miami
- **Immigrants:**
Proclamation Line, Germans, René Robert de la Salle, Irish, European Immigrants
- **Indian Lifestyles:**
Buckskin, Canoes, Longhouses, Wigwams, Maize
- **Conflict Between Settlers and Indians:**
Anthony Wayne, French and Indian War, King George III, Battle of Fallen Timbers, Treaty of Greenville, Pontiac's War

Page 125-128: Practice Assessment Questions

1. These two passages see land ownership differently. Indians believed that land was to be shared. They believed that the Great Spirit had given the land to all his children, Indians and settlers alike. Settlers saw land ownership differently. They believed once land had been purchased, it was theirs and theirs alone. They believed once they owned the land they could exclude others from coming on to their land.

2. Showed Cooperation among Indian Tribes:

(1) Massive burial mounds provide evidence of this.

(2) Trade existed between different Indian tribes.

Showed Conflict among Indian Tribes:

(1) Indian villages had fences with sharpened sticks at their top.

(2) Tribes raided other tribes over hunting rights in certain areas.

3. D

4. A

8. B

5. A

9. A

6. B

10. B

7. C

11. C

CHAPTER 10: AMERICAN COLONISTS FIGHT FOR INDEPENDENCE

Page 134: Content-Area Vocabulary

Box 1: The name that does not belong is French and Indian War.

Sample Sentence: The French and Indian War made raising taxes on the American colonists a necessity.

Box 2: The name that does not belong is the Declaration of Independence. The other terms all helped cause the American Revolution.

Sample Sentence: The Declaration of Independence set the colonies free from British rule.

Box 3: The name that does not belong is the British Parliament.

Sample Sentence: By raising taxes on the colonists without their consent, the British Parliament paved the way for the American Revolutionary War.

Pages 137-141: Practice Assessment Questions

1. The American Colonists' Viewpoint:

The colonists believed that British taxes levied against them were unfair since the colonists were not represented in the British Parliament.

The British Viewpoint:

The British believed that the actions of some colonists in throwing chests of tea off a ship in Boston Harbor was shocking and needed to be punished.

2. The tax that Samuel Adams was protesting was the Stamp Act.

3. John Adams or Thomas Jefferson

4. **First Cause:** The British imposed new taxes on the colonists to help pay for the costs of their defense.

Second Cause: The colonists felt that "taxation without representation" violated their rights as Englishmen.

5. Thomas Paine, John Adams, Samuel Adams, George Washington or Thomas Jefferson

6. Declaration of Independence

7. C

11. C

8. D

12. B

9. B

13. C

10. C

14. Part of the Declaration of Independence:

(1) Listed grievances that King George III committed.

(2) All people are born with certain basic rights, such as life, liberty, and the pursuit of happiness.

(3) Governments are created to protect the people's rights.

(4) The Second Continental Congress passed a resolution in favor of independence from Great Britain;

Not part of the Declaration of Independence:

(1) All enslaved Africans brought to the United States shall now be set free;

(2) A government has a right to tax without consent.

CHAPTER 11: THE NORTHWEST ORDINANCE

Page 144: Content-Area Vocabulary

- Circle 1:** These items are connected in that they deal with the government created by the Articles of Confederation. However, because of their fear of a powerful government, the government under the Articles of Confederation had many weaknesses, such as its inability to raise an army.
- Circle 2:** These items are connected in that they are all related to the passage of the Northwest Ordinance. The Northwest Ordinance established a three-step process for admitting areas in the Northwest Territory as new states.
- Circle 3:** These items are connected in that they were provisions of the Northwest Ordinance, which banned slavery, encouraged public education, permitted freedom of religion, and allowed individuals accused of a crime the right to a trial by a jury.

Pages 147-150: Practice Assessment Questions

1. Guarantee of Individual Rights:

Public education should be encouraged; freedom of religion is guaranteed; slavery is banned in all parts of the Northwest Territory; citizens living in the territory are granted the right to a trial by jury; Indian lands will not be taken without their consent; people will have the right to enter into private contracts.

Admission to Statehood:

All males who own 50 acres of property must be allowed to vote; Congress will appoint a group of leaders to govern the territory; when 5,000 adults live in a territory, they can elect representatives to govern themselves;

- 2.** Two provisions in this article of the Northwest Ordinance include:
(1) slavery is banned in the territory;
(2) fugitive slaves can be returned to the person who owns them.
- 3. Step 1:** A group of leaders are appointed by Congress to govern the territory.
Step 2: When a territory reaches a population of 5,000 adults, its citizens should elect their own representatives to govern themselves.
Step 3: When the population of a territory reaches 60,000 people and its citizens write a state constitution, it can apply for admission as a state.
- 4.** C
5. C
6. B
7. A sample student response might be: *The Road to the U.S. Constitution* or *Major Documents in United States History*.
8. C
9. C
10. C

CHAPTER 12: THE WAR OF 1812

Page 154: Content-Area Vocabulary

Sample Sentences:

- Box 1:** When Little Turtle and Blue Jacket and other Indian tribes rose up against Ohio settlers, General Anthony Wayne was sent to fight the Indians. At the Battle of Fallen Timbers the Indians were defeated.
- Box 2:** Chief Tecumseh and his brother, the Prophet, rejected the Treaty of Greenville. They were defeated at the Battle of Tippecanoe.
- Box 3:** The War of 1812 began because British naval officials followed a policy of impressment of American sailors. Once the war started, Americans sought to seize Canada and to end the British supply of weapons to Indians in the Northwest Territory.
- Box 4:** During the War of 1812, the British battled Americans. Fort Meigs was attacked twice. At the Battle of Lake Erie, Admiral Oliver Perry defeated British warships on the Great Lakes.

Pages 159-162: Practice Assessment Questions

1. Cause 1: Impressment

The practice of seizing American sailors on the high seas from U.S. Navy ships by British warships.

Cause 2: Canada

Some Americans sought to force the British from Canada and then make Canada a part of the United States.

- 2.** One effect of the Battle of Lake Erie was that victory gave the United States control of Lake Erie. It also prevented the British from supplying their fort in Detroit.

3. Indian Wars and U.S. Army:

(1) The Battle of Fallen Timbers was the final battle for control of the Northwest Territory.

(2) President Washington ordered General Wayne to the region to protect settlers.

(3) The Treaty of Greenville was a major turning point in Ohio's history.

War of 1812:

(1) The British seized U.S. sailors, claiming that they were deserters from the British navy.

(2) Much of the fighting in this war took place on the Great Lakes.

(3) The American victory in the Battle of Lake Erie greatly contributed to America's success in the war.

- 4.** Treaty of Greenville

5. D

8. C

6. B

9. D

7. B

10. C

CHAPTER 13: SECTIONALISM AND SLAVERY

Page 166: Content-Area Vocabulary

Sectionalism

Box 1: Tariffs are taxes placed on goods imported from abroad.

Box 2: The West was a section of the nation where farmers grew wheat and corn to ship to the rest of the nation.

Box 3: The South was mainly agricultural, and consisted of plantations with slaves working to grow cotton, rice, tobacco, and other cash crops to sell to the North and the British overseas.

Box 4: The North was primarily the center of the nation's manufacturing section, where large numbers of immigrant workers in factories could be found.

Antislavery Movement

Box 1: Harriet Beecher Stowe was an Ohio abolitionist and author of *Uncle Tom's Cabin*, a book about the horrors of slavery.

Box 2: John Rankin was a leading Ohio abolitionist, who helped slaves to escape.

Box 3: Levi Coffin was another prominent abolitionist from Ohio, who helped slaves to escape to freedom.

Box 4: The Underground Railroad was a system that operated to help runaway slaves from the South escape to freedom in the North or in Canada.

Box 5: The antislavery movement consisted of groups of people who worked to find ways to bring about an end to slavery.

Pages 171-177: Practice Assessment Questions

- 1. A:** Henry Bib had to deal with fear of being captured on this trip North. He was hounded by dogs, but struggled on without food or rest. He walked in cold weather, against winds, thinly dressed, sometimes hit by snowstorms, and always at night.
B: Henry Bib hoped to find freedom and safety in either a Northern city or Canada.
- 2.** Underground Railroad
- 3. PART A:** Based on these two pictures, most abolitionists would see the evils and immorality of the slave system as it existed in the South. These images show clearly the horrors and inhumane treatment suffered by the slaves.
PART B: Most students will probably say they would join the antislavery movement to fight the horrors and harsh treatment experienced by slaves in the South.
- 4.** Runaway slaves were not always safe in Ohio. According to the Fugitive Slave Law, anyone who helped a runaway slave was committing a crime. The law required law enforcement officers in states such as Ohio to help capture and return any runaway slaves to their masters in the South.

5. Stowe's book, *Uncle Tom's Cabin*, showed Northerners the horrors of slavery in the South. To have the public see this, Stowe narrated the physical suffering of slaves. She focused on the emotional horrors inflicted on slaves. In this excerpt, Beecher shows the kind of treatment suffered by Tom, a slave of Simon Legree. Here Legree threatens Tom to do something he is strongly opposed to.
6. B
7. A
8. Abolitionists
9. Slavery or the Fugitive Slave Act
10. B
11. A
12. **Favored Ohio's Antislavery Movement**
 - (1) *Uncle Tom's Cabin* focused public attention on the issue of slavery.
 - (2) The Ohio Constitution of 1802 banned slavery in the state.
 - (3) Abolitionists saw the South's plantation system as morally wrong and evil.
 - (4) John Rankin served as a conductor for the Underground Railroad in Ohio.**Opposed to Ohio's Antislavery Movement**
 - (1) Anyone helping a slave to escape would face a fine of \$1,000.
 - (2) The law provided that an escaped slave had to be returned to his or her owner.
13. B
14. A
15. B or C

CHAPTER 14: OHIO'S INVENTORS

Page 180: Content-Area Vocabulary

PART A:

Thomas Edison: A student response might indicate that Edison invented the light bulb, the phonograph, motion pictures and/or electric batteries.

James Ritty: A sample student response might indicate that Ritty invented the cash register, which recorded and helped business owners to keep track of their money.

Charles Kettering: A student response might indicate that Kettering was instrumental in the development of automotive spark plugs, the automatic transmission, and four-wheel brakes. He also created a new high-octane gasoline, weather-proof paint for cars, and an incubator for infants who were prematurely born.

Garrett Morgan: A student response might indicate that Morgan was instrumental in the development of a hand-operated traffic signal and a safety-hood gas mask for firefighters.

Wilbur and Orville Wright: A student response might indicate that the Wright Brothers' plane went from something built on a wooden frame and covered with fabric to the birth of the modern aircraft industry.

Thomas Midgley, Jr.: A student response might indicate that Midgley developed a lead-based gas that prevented car engines from making loud knocking noises. However, his greatest invention was the invention of Freon, a chemical gas that made refrigerators possible in the average household.

PART B:

Student responses will vary. Student answers will come from sentences appearing on pages 178 to 179.

Pages 183-187: Practice Assessment Questions

1. **Cash Register.** Ritty's invention of the cash register helped business owners to keep track of their money, thus cutting down on theft by employees.
Traffic Light. Morgan's invention of a hand-operated traffic signal helped control traffic and in so doing saved the lives of countless Americans who might have been injured in an auto accident.
Light Bulb. Edison's invention of the light bulb helped to illuminate homes and eliminated the use of candles, which were often dangerous and caused fires in homes.

2. **PART A:** The invention of the airplane had a dramatic impact on the way Americans traveled. Before the airplane, Americans were limited to traveling by boat, wagon or walking. The airplane allowed people to travel longer distances in a less time.
PART B: The invention of the airplane created millions of jobs for the American economy. It introduced a new air travel business employing people who made the airplanes and the people who flew them, maintained them and worked on them.
3. A student answer might indicate that inventions in the field of technology made driving automobiles safer. With traffic lights, fewer people were involved in car accidents. Also, the electric starting of cars prevented many accidents and injuries to people who had to crank a car engine to get it started.

-
- | | | |
|------------------------|------------------|-------|
| 4. B | 7. B | 9. D |
| 5. C | 8. Thomas Edison | 10. C |
| 6. Thomas Midgley, Jr. | | |
-

11. Garrett Morgan

- (1) He invented the hand-operated traffic signal.
 (2) He was responsible for inventing a safety-hood mask used by firefighters.

Charles Kettering

- (1) He developed the first electric system to start a car.
 (2) He developed spark plugs so that car engines could run more smoothly.
 (3) He developed an incubator for infants who were born prematurely.
 (4) He was the first to develop the automatic car transmission.

12. B

HISTORY UNIT TEST: Pages 188-196

1. D
 2. D
 3. (1) The French and Indian War
 (2) The British Parliament passes the Stamp Act
 (3) The Boston Tea Party takes place
 (4) Thomas Jefferson writes the Declaration of Independence
 4. C
 5. A
 6. B
 7. When a territory reaches a population of 5,000 adults, its citizens should elect their own representatives to govern themselves.
 8. D

-
- | | | |
|-------|-------------------------|---------------------|
| 9. A | 12. Battle of Lake Erie | 15. A |
| 10. B | 13. B | 16. C |
| 11. A | 14. A | 17. Primary sources |
-

18. To bring about an end to slavery in the United States.
 19. C
 20. C
 21. **Declaration of Independence**
 (1) All people are born with certain basic rights, such as the right to life and liberty.
 (2) Governments are created to protect the rights of individuals.
Northwest Ordinance
 (1) Slavery is banned although fugitive slaves are to be returned.
 (2) Public education should be encouraged.
 (3) Freedom of religion and the right to a trial by jury are guaranteed to citizens.
 (4) All territories granted statehood are to be equal to all the original states.

22. A

Evidence-Based Set (Pg. 196)

23. A: Treaty of Greenville, 1795
B: Ohio becomes a state, 1803
C: Columbus becomes capital of Ohio, 1816
D: *Uncle Tom's Cabin* published by Harriet Beecher Stowe, 1852
24. 19 years
25. C
26. B

GOVERNMENT

GOVERNMENT PRE-TEST: PAGES 198-200

1. **Rights**
(B) (C) (D) (F) (I) (J) (N) (O)
Responsibilities
(A) (B) (D) (E) (G) (H) (K) (L) (M)
2. B
3. C
4. D
5. B
6. D

7. C

8. C

9. A

10. C

CHAPTER 15: CITIZEN'S RIGHTS AND RESPONSIBILITIES

Page 204: Content-Area Vocabulary

The following phrases do not fit with the others:

Box 1: Becoming a naturalized citizen.

Sample Sentence: Persons who were not born in the United States must go through the process of naturalization to become a U.S. citizen.

Box 2: Freedom of speech.

Sample Sentence: One of the rights in the First Amendment that protects individuals is freedom of speech.

Box 3: Defending the nation.

Sample Sentence: One of the responsibilities of a U.S. citizen is to defend the nation when called upon.

Box 4: Give evidence in a courtroom.

Sample Sentence: Citizens have a responsibility when called upon to give evidence in a courtroom.

Page 207-209: Practice Assessment Questions

1. A sample response might mention that freedom of religion is an example of a right of a U.S. citizen. An example of a responsibility of a citizen is to serve on a jury when called upon.
2. PART A: A sample response might mention that citizens can influence their state or national government by attending meetings where a public official is scheduled to appear.
PART B: A sample response might mention that attending meetings is important since it gives citizens the ability to speak out, letting their government officials know how they feel about a particular issue.
3. These photographs are all related to responsibilities of a citizen — serving on a jury, voting, and serving in the military.
4. A

5. B
6. Responsibilities or duties of a citizen
7. C
8. **Citizenship Right:**
 - (1) Free to express yourself.
 - (2) Free to run for political office.
 - (3) Be able to have a fair and prompt trial by a jury.**Citizenship Responsibility:**
 - (1) Defend the country if called upon.
 - (2) Serve on a jury when called upon.
 - (3) Support and defend the U.S. Constitution.
 - (4) Be informed and vote in elections.
 - (5) Show respect for other people's opinions.
 - (6) Pay taxes.

CHAPTER 16: CIVIC PARTICIPATION AND DECISION-MAKING

Page 212: Content-Area Vocabulary

Informed Decision

- Box 1:** Search Engine. A software system, such as Google or AOL, that is designed to search for information on the Internet.
- Box 2:** Access. This is a way of being able to find or to get information.
- Box 3:** Electronic (Digital) Source. These are sources of information, such as Internet websites, or online encyclopedias, such as Wikipedia.
- Box 4:** Print Source. This is a source of information in a print format, such as newspapers, books, and magazines.

Reasoned Decision

- Box 1:** Evaluate. When you evaluate a solution, you need to consider how well it will solve the problem, what it will cost, and whether it will create any new problems.
- Box 2:** Criteria. This refers to the standards someone uses to judge or evaluate a solution.
- Box 3:** Implement. When you implement a solution, you put it into effect.
- Box 4:** Option. This is a choice or an alternative for solving a problem.

Pages 215-221: Practice Assessment Questions

1. **PART A:** This chart provides information about the number of automobile crashes involving drivers aged 65 and older. It shows that as drivers age, they seem to have fewer, not more accidents. The chart shows that the number of crashes per 100 drivers does not change whether the driver is 55, 65, or 75 years old.
PART B: This bar graph provides information about the use of excessive alcohol among drivers in 2013. The graph indicates that the number of incidents of alcohol use while driving is greatest among drivers aged 21 to 25. As drivers age, the graph shows that there are fewer incidents of driving under the influence of alcohol.
THE QUESTION: The information in the chart and the bar graph seems to indicate that additional limits on senior citizens who drive are not needed. The available information does not support the argument that senior drivers are more dangerous as they age. The number of crashes and incidents involving alcohol are greater for younger than for senior drivers.
2. Steps Citizens Follow in Making an Informed Decision:
Correct Step in Making an Informed Decision
 - (1) Identify the problem that needs to be solved.
 - (2) Choose and implement a solution.
 - (3) Gather all information that is needed.**Incorrect Step in Making an Informed Decision**
 - (1) Consider only the difficulty of each option.
 - (2) Take the first option without considering others.
 - (3) Don't bother with developing criteria.
3. American views on lowering the drinking age have not dramatically changed from 2001 to 2013. For example, in 2001, 77% favored lowering the drinking age to 18 years old. By 2013, those who favored lowering the drinking age numbered 74%, a change of only 3% in a twelve-year period. Nevertheless, the number in favor went up slightly and those opposed went down slightly.

4. One way this poster appeals to citizens to actively participate in their government is by asking them to join their fellow citizens in defending their country. It also appeals to citizens to safeguard their honor and their homes.
 5. B
 6. The law encourages drivers to wear a seat belt when in a car. The law was created to protect citizens if they get into a car accident.
-
7. B
 8. C
 9. C
 10. B
 11. B
 12. C

CHAPTER 17: DISAGREEMENT AND COMPROMISE

Page 224: Content-Area Vocabulary

Disagreement

- Box 1:** A disagreement is a conflict between people with different ideas or interests. It occurs when two sides believe that each side has good reasons to support its own particular point of view.
- Box 2:** A disagreement differs from other relationships in that two parties feel that their point of view is the correct one.
- Box 3:** An example of a disagreement might be that you want your room to be painted red, while your parents insist that it be painted light blue.
- Box 4:** An example of something that is not a disagreement would be if both you and your parents wanted to paint your room pale yellow.

Compromise

- Box 1:** A compromise is when each side gives up something they want in order to reach an agreement.
- Box 2:** In a compromise, none of the parties feels they got all that they asked for. Both parties are willing to end the dispute since each gets some of what it wanted.
- Box 3:** You want to travel to Europe with your friend. Your friend wants to go but is afraid to fly. So you compromise and both of you travel to Europe by ship.
- Box 4:** An example of something that is not a compromise would be if two sides refuse to give in and are unable to reach an agreement.

Page 227-230: Practice Assessment Questions

1. **PART A:** A compromise might be reached if the park were only opened to skateboarders during the day, while it was closed during the evening hours.
PART B: This might be a way for both sides to compromise. Mr. Smith's complaint was that the park is too noisy at night. This would allow skateboarders access to the park during the day, but would limit use of the park to daytime hours.
2. The two groups in the Compromise of 1790 were the Northern and Southern states.
3. **A.** Where should the nation's capital be located?
B. Who should pay the debts from the American Revolutionary War?
4. C
5. **A Characteristic Needed for a Compromise**
 - (1) Someone needs to propose a solution that is acceptable to both sides.
 - (2) Both sides need to have an opportunity to explain their point of view.
 - (3) Both sides must be interested in reaching a solution.**A Characteristic that Prevents a Compromise**
 - (1) Each side needs to show it will not yield unless the other side goes first.
 - (2) Both sides must stick to their positions and refuse to yield to the other side.
 - (3) Each side needs to stress why only its point of view should be accepted.
6. It is important to reach a compromise since if neither side is willing to give in a little to reach a settlement, then nothing would ever get accomplished.
7. C
8. D
9. C

CHAPTER 18:

LAWS: RIGHTS, BENEFITS, AND RESPONSIBILITIES

Page 235: Content-Area Vocabulary

Box 1: Law. A law is a written rule that is enforced by the government.

Box 2: Rule of Law. Under the rule of law, no one is considered above the law, and everyone is subject to the same set of laws.

Box 3: Benefits. Benefits are things that help you.

Box 4: Rights. Rights play an important role in society by offering protection to those members of society that may be too weak to protect themselves.

Box 5: Responsibilities. Citizens should meet their responsibilities, such as paying taxes.

Box 6: Sources of Law. The U.S. Congress, state legislatures and courts all provide sources of American law.

Page 236-238: Practice Assessment Questions

1. Laws are essential to the operation of a society, Without laws, our society would fall into disorder.
2. (1) One way this law protected the voting rights of citizens was by requiring that any change in voting rules had to be approved by the national government.
(2) It also required local governments to provide public notice of any proposed voting changes.
3. Rule of law
4. Laws protect these rights by making sure that people are free to contribute to and to actively participate in political campaigns. They can speak out for or against a particular viewpoint and the government is forbidden from preventing such actions. The First Amendment protects these rights.
5. A
6. C
7. A
8. Sources of law include: the U.S. Congress; various state legislatures; court decisions.
9. D
10. Laws
11. B

CHAPTER 19:

LIMITED GOVERNMENT AND THE FIRST AMENDMENT

Page 242: Content-Area Vocabulary

First Amendment

Box 1: Right to Petition. Americans have the right to send letters to government officials in order to redress a wrong or to correct a problem.

Box 2: Right of Assembly. Citizens have the right to hold meetings and demonstrations in public.

Box 3: Freedom of Religion. Americans have the right to follow their own religious beliefs.

Box 4: Freedom of the Press. Newspapers, journals, books and other publications have the right to express their views freely.

Box 5: Freedom of Speech. American citizens have the right to express themselves freely.

Limited Government

Box 1: Individual Rights Protected. One the key reasons that our national government's powers are limited is to protect the rights of individuals.

Box 2: Powers of Government are Spelled Out. Powers are specifically spelled out so that the government cannot expand its powers beyond what has been given to it.

Box 3: Government Power is Divided. The powers of government are divided among three branches of government so that no single branch becomes too strong.

Box 4: Power Comes from the People. The people have the right to change their government leaders in elections.

Pages 245-249: Practice Assessment Questions

1. First Amendment Freedoms

- (1) Right of a person to speak freely.
- (2) Right to practice any religion you believe in.
- (3) Right of a newspaper to publish stories that are true.
- (4) Right to submit a petition to a government official.

2. This statement shows that there are limits to the First Amendment. Falsely shouting fire in a crowded theatre would immediately endanger people's lives. This statement shows that people enjoy free speech but there are limits to it, especially if that free speech puts people's lives in danger.

3. Send elected officials a list of signatures asking for a change in a law.

4. Limits of Power on Government

First Limit. The government has only those powers given to it by the Constitution.

Second Limit. Power is divided among the three branches of government.

-
- | | |
|----------------------|-------|
| 5. Right of Assembly | 11. C |
| 6. First Amendment | 12. A |
| 7. C | 13. C |
| 8. D | 14. C |
| 9. B | 15. A |
| 10. C | 16. D |

CHAPTER 20: THE OHIO AND U.S. CONSTITUTIONS

Page 252: Content-Area Vocabulary

Constitution

Box 1: A constitution is a written plan for government.

Box 2: A constitution differs from other laws because a constitution is more basic. It gives the government the power to pass all other laws. The constitution cannot be changed as easily as an ordinary law.

Box 3: An example of a constitution is the United States Constitution.

Box 4: An example of a law or government document that is not a constitution is a law that changes the face of the President who appears on a new one-dollar bill.

Democracy

Box 1: A democracy is a form of government in which its citizens, either directly or through elected representatives, make decisions.

Box 2: A democratic form of government differs from other forms of government in that power rests in the hands of its citizens.

Box 3: An example of a democratic form of government is the United States.

Box 4: Examples of governments that are not democratic are Cuba, China, Saudi Arabia, and North Korea.

Page 255-258: Practice Assessment Questions

1. The main purpose of the Ohio Constitution is to establish a government that serves to protect the rights and freedoms of its people.

2. The roles of each of the three branches of Ohio's government are: (1) its legislative branch makes the laws for Ohio; (2) the executive branch carries out the laws made by the legislature; and (3) the judicial branch interprets the laws of Ohio.

3. PART A: One way in which the Ohio Constitution is democratic is that Ohio citizens elect their government leaders.

PART B: One way in which the U.S. Constitution is democratic is that all political power in the Constitution rests on its citizens.

-
- | | |
|-------------------|-------|
| 4. A | 10. B |
| 5. B | 11. C |
| 6. A constitution | 12. B |
| 7. A | 13. B |
| 8. B | 14. D |
| 9. B | |

15. Applies to Both the Ohio and U.S. Constitutions

- (1) The source of all political power rests in the hands of the people.
- (2) This is based on democratic principles of government.
- (3) The government is organized into legislative, executive and judicial branches.
- (4) Begins with three words, “We the people.”

Applies Only to the Ohio Constitutions

- (1) This establishes the framework for Ohio’s state government.
- (2) The chief executive of the government is called the Governor.

16. C

17. C

CHAPTER 21: THE SEPARATION OF POWERS

Page 262: Content-Area Vocabulary

Constitutional Principles

1. Separation of Powers. This principle was built into both the U.S. and Ohio Constitutions to prevent any one branch of government from becoming too powerful.

Powers of Government

1. Legislative Power. This power allows the legislative branch to make the laws for the state or nation.
2. Executive Power. This power lets the chief executive carry out the laws passed by the legislative branch.
3. Judicial Power. This power lets the courts interpret the words of laws, including the Constitution.

Branches of the U.S. Government

1. Congress. This is the law-making part of the U.S. government.
2. President. This is the chief executive of the U.S. government.
3. U.S. Supreme Court. This is the part of the U.S. government that interprets the laws.

Branches of the Ohio State Government

1. General Assembly. This is the law-making part of Ohio state government.
2. Governor. This is the chief executive of Ohio state government.
3. Ohio Supreme Court. This is the part of Ohio state government that interprets the laws.

Pages 266-271: Practice Assessment Questions

1. The three branches of the national government and their respective roles are:
 1. Legislature: U.S. Congress. This part of the U.S. government makes the laws.
 2. Executive: U.S. President. This part of the U.S. government carries out the laws.
 3. Judiciary: U.S. Supreme Court. This part of the U.S. government interprets the laws.
2. The three branches of Ohio’s state government and their respective roles are:
 1. Legislature: State Legislature. This part of Ohio’s government makes the laws.
 2. Executive: Governor. This part of Ohio’s government carries out the laws.
 3. Judiciary: Ohio Supreme Court. This part of Ohio’s government interprets the laws.

3. Legislative Branch

- It makes the laws for the entire nation.
- It has the power to declare war and raise and support an army.
- It controls the spending of the national government.

Executive Branch

- Its chief executive directs the nation’s foreign policy.
- It is in charge of the nation’s armed forces.
- Its powers are used to enforce the nation’s laws.

Judicial Branch

- It has the power to interpret the words in the Constitution.
- It has the power to review decisions of lower state courts.
- It rules on the constitutionality of laws passed by Congress.

4. B

5. C

6. B
7. D
8. B
9. **Legislature Branch.** The General Assembly passes laws concerning the state budget, education, and crime.
Executive Branch. The Governor's main responsibility is to enforce the laws passed by the General Assembly.
Judicial Branch. The role of Ohio's courts is to interpret and apply state laws.
10. D
11. B
12. A
13. D

GOVERNMENT UNIT TEST: Pages 272-278

1. C
2. A
3. C
4. Citizenship Rights
5. B
6. C
7. C
8.
 - There shall be no official state religion.
 - Freedom of religion
 - Freedom of speech
 - Freedom of the press
 - Freedom of assembly
 - Freedom to petition
9. These powers were separated to prevent government from becoming too strong and abusing the rights of the people.
10. C
11. **U.S. Constitution**
 - Its chief executive is the President.
 - Its law-making body can declare war and print money.
 - Its law-making body is the U.S. Congress.**Both**
 - It divided the powers of government into three separate branches.
 - Its power to govern comes from the people it governs.**Ohio Constitution**
 - Its chief executive is the Governor.
 - Its original document prohibited slavery.
 - Its law-making body is called the General Assembly.
 - It was first approved and went into effect in 1803.
12. C
13.
 - Legislative Branch (or Congress)
 - Executive Branch (or the President)
 - Judicial Branch (or the Supreme Court)

14. A

Evidence-Based Set (Pg. 278)

15. B
16. B
17. Limits Federal Power
 - The Constitution gives only specific powers to the federal government and reserves the rest for the states and the people
 - The First Amendment was added to the U.S. Constitution
 - Power is separated among the three branches of the federal governmentDoes Not Limit Federal Power
 - The laws of the federal government are supreme over state laws
 - Only the U.S. Congress has the power to declare war

ECONOMICS

ECONOMICS PRE-TEST: Pages 280-282

- | | |
|------|-------|
| 1. B | 6. B |
| 2. D | 7. C |
| 3. D | 8. B |
| 4. C | 9. A |
| 5. D | 10. B |

CHAPTER 22: HOW DATA HELPS US TO UNDERSTAND INFORMATION

Page 289: Content-Area Vocabulary

Tables

- | | |
|------------|---------|
| • Columns | • Rows |
| • Percents | • Title |

Charts

- | | |
|------------|---------|
| • Columns | • Rows |
| • Percents | • Title |

Line and Bar Graphs

- | | |
|------------|-------------------|
| • Percents | • Horizontal Axis |
| • Lines | • Vertical Axis |
| • Legend | • Bar |
| • Title | |

Circle Graphs

- | | |
|------------|----------|
| • Percents | • Legend |
| • Circles | • Title |
| • Slices | |

Page 290-293: Practice Assessment Questions

1. PART A: Most community residents wanted the money spent on laptops for each classroom.
PART B: The school board rejected spending the money on new band equipment and roof repairs.
-

- | | |
|------|-------|
| 2. D | 8. B |
| 3. C | 9. A |
| 4. A | 10. C |
| 5. C | 11. D |
| 6. B | 12. D |
| 7. B | |

CHAPTER 23: ENTREPRENEURS: TAKING RISKS AND MAKING PROFITS

Page 299: Content-Area Vocabulary

Box 1: Profits. Profits are the reason an entrepreneur goes into business.

Box 2: Consumption. Consumption occurs when a good or a service is used up.

Box 3: Capital Goods. Capital goods refer to the tools and equipment used to make something.

Box 4: Natural Resources. Natural resources are the resources that are found in nature, such as metals, iron ore, water, plants, and soil.

Pages 300-304: Practice Assessment Questions

1. A

2. C

3. Accurate Statement about an Entrepreneur

- A person who starts a business and is responsible for its success or failure.
- A person who is willing to take risks.
- A person who hopes to make a profit.

Inaccurate Statement about an Entrepreneur

- A person who works in a factory and is paid a wage.
- A person who organizes workers to demand higher wages for fellow employees.
- A person who can be dismissed by the boss or manager at the work place.

4. A

5. B

6. A

7. C

8. Natural Resources

- | | | |
|------------|--------|------------|
| • Aluminum | • Coal | • Iron ore |
|------------|--------|------------|

Human Resources

- | | | |
|---------------|-------------|------------------|
| • A carpenter | • A plumber | • An electrician |
|---------------|-------------|------------------|

Capital Resources

- | | | |
|------------|---------|-------------|
| • A hammer | • Nails | • A backhoe |
|------------|---------|-------------|

9. B

Evidence-Based Set (Pgs. 303-304)

10. Raw materials

11. \$300.00

12. **Natural Resources:** Raw material

Human Resources: Labor of workers

Designs of Michael and Chloe

Capital Good: Use of machinery

13. C

14. C

15. A

16. B

CHAPTER 24: ACHIEVING FINANCIAL WELL-BEING

Page 309: Content-Area Vocabulary

- **Income.** Money a person or business receives for providing a good or service.
Sample Sentence: John receives a good income from his new job.
- **Spending.** Money used by people to meet their living expenses and wants.
Sample Sentence: Carla enjoys spending money but needs to save more.
- **Investment.** Money a person uses or pays in the hope it will grow in the future.
Sample Sentence: Sarah made an investment in stocks for her retirement.
- **Budget.** An estimate of the money that will be earned and spent by a person or business.
Sample Sentence: Shirley and John are keeping to their budget for buying gifts this year.
- **Savings.** Not spending all the money you have in order to put some aside for a future emergency or special need.
Sample Sentence: Shirley believes in saving a portion of her salary.
- **Financial well-being.** Having enough money to meet one's needs, including extra money for emergencies.
Sample Sentence: A person needs savings to have financial well-being.

Page 310: End-of-Year Assessment Questions

1. Financial well-being / saving
2. C
3. C

ECONOMICS UNIT TEST: PAGES 311-315

1. A
2. B
3. A
4. D
5. A
6. C
7. A
8. A
9. B
10. B
11. Productive Resources
12. **An Entrepreneur**
 - A person who starts a business in order to make a profit.
 - A person who starts a business and runs it.
 - A person who sees an opportunity and makes a plan.**Not an Entrepreneur**
 - A person who works and must be paid overtime.
 - A person who can be fired for doing something wrong.
 - A person who works at a machine in a factory for wages.
13. A
14. B
15. C
16. B
17. B
18. Financial literacy

PRACTICE TEST

CHAPTER 25: PRACTICE OHIO 4 SOCIAL STUDIES TEST

Part 1 Questions

1. **Protecting Rights**

- Congress shall not limit free speech.
- Citizens 18-years of age and older can vote in federal elections.

Providing Benefits

- Retired persons shall receive social security payments.

Creating Responsibilities

- Citizens receiving a jury summons must report to court.
- Workers must pay income taxes and file tax returns.
- 18-year old males must register with Selective Service.

2. PART A: The Ohio city that had the second largest population in 2010 was Cleveland.

PART B: The two cities with a population between 100,000 and 200,000 were Akron and Dayton.

3. • The distance from Columbus to Cambridge is about 75 miles.
• The distance from Cambridge to Cleveland is about 100 miles.

4. **Effect 1:** New England increased its role as a manufacturing center.

Effect 2: Americans resisted British attempts to seize American sailors.

5. **Positive Consequence:** Draining Wetlands. Increases the land available for farming and other purposes.

Negative Consequence: Draining Wetlands. Eliminates a natural filter that cleans fresh water.

Positive Consequence: Using Fertilizers and Pesticides. Helps farmers to enrich the soil, kill insects, and grow more food.

Negative Consequence: Using Fertilizers and Pesticides. Increases harmful chemicals that invade our foods.

6. PART A: Students will select skate park or after-school program. No point value is attached to Part A.

PART B: If students selected skate park, they might write that based on the park lasting 10 years without needing repairs, it would provide a safe place for youngsters in Smithfield to skate or skateboard. If they selected the after-school program, students should indicate that this would help 50 students and it would last four years, providing a place for these students to go after school.

7. PART A: One way citizens can influence its state government is by writing letters to state legislators.

PART B: Students might respond that if legislators receive enough letters from their constituents, this will create pressure for those legislators to respond to the needs of their constituents.

8. **Freedom of Speech:** The parents criticize school officials in their public discussions.

Freedom of the Press: The parents print a report in the community newspaper.

Right to Petition: The parents write school officials demanding that their children be given more homework.

Freedom of Religion: The parents want people to worship God in their own way outside of school.

Freedom of Assembly: The parents hold a public meeting.

9. **Two Ways Prehistoric Indian Groups Cooperated:** Based on Source 2 and Source 3, the sizes of both of these mounds are so large it must have taken many Indians working together to build such structures.

Why European Settlers and Indians Came into Conflict: Many of the Indians occupied territory that the European settlers wanted. As a result, the fight over the land created conflicts between these two groups.

Part 2 Questions

1. C
2. D
3. C
4. • Chemical fertilizers can often put dangerous chemicals in food.
• Fertilizers and pesticides can lead to poisoning supplies of water.
5. D
6. A

7. **North:** This region had the most cities, factories, and railroads.
South: Slaves did much of the work in this region. This region's plantations grew cotton, rice, sugar, and tobacco.
West: This region sent timber and grain to distant cities.

8. A
9. A
10. Separation of powers
11. D
12. C
13. C
14. A
15. B

- 16. Refining / Kerosene:** Crude oil
Lumber: Forests
Steel: Iron ore and Coal

- 17.** C **19.** A
18. C **20.** $3 - 1 = 2$

- 21. Facts:**
- The Bill of Rights consists of the first ten amendments.
 - The President of the United States lives in the White House.
 - American citizens have the right to vote when they reach 18 years old.
- Opinions:**
- Ohio is a great state for raising a family.
 - The Middle East poses the most serious threat to world peace.
 - The next election for President will likely have a candidate from Ohio.
- 22. B**
- 23. A** constitution is a written plan or framework for government.
- 24. B**
- 25. B**
- 26. C**

Evidence-Based Set (Pg. 338)

27. A
28. • Legislative Branch
 - U.S. Congress
 - General Assembly
29. B
30. Underground Railroad
31. B
32. **True:**
 - It established three steps for a territory to be admitted as a new state.
 - It abolished slavery throughout the Northwest Territory.
 - It guaranteed freedom of religion and banned cruel punishments throughout the Northwest Territory.
 - It was accompanied by a law that set aside a portion of the sale of land to establish schools.**False:**
 - New states would never receive all the same rights as the original thirteen states.
 - It prohibited settlers from moving west of the Appalachian Mountains in order to protect Indian tribal rights.
33. **Natural Resources:** Wheat flour Fresh tomatoes Hydroelectricity Water
Human Resources: Skilled workers
Capital Goods: Hydroelectricity Pizza oven
34. C
35. C
36. **Cause 1:**
 - Sailors were being taken from American ships by the British navy.**Cause 2:**
 - British officials were encouraging Indian tribes to attack settlers.
37. B

PART 1 QUESTIONS

Number	Question type	Content Standard/Chapter	Points
1	Graphic Response	4.GO.B.18/Ch. 18	2
2	Short Constructed-Response	4.EC.A.22/Ch. 22	2
3	Short Constructed-Response	4.GE.A.9/Ch. 1	2
4	Graphic Response	4.HI.B.6/Ch. 12	2
5	Graphic Response	4.GE.C.12/Ch. 4	2
6	Short Constructed-Response	4.EC.E.24/Ch. 24	2
7	Short Constructed-Response	4.GO.A.15/Ch. 15	2
8	Graphic Response	4.GO.B.19/Ch. 19	2
9	Extended Constructed-Response	4.HI.B.3/Ch. 9	4

PART 2 QUESTIONS

Number	Question type	Content Standard/Chapter	Points
1	Multiple Choice	4.HI.A.1/Ch. 7	1
2	Multiple Choice	4.GO.C.21/Ch. 21	1
3	Multiple Choice	4.HI.A.2/Ch. 8	1
4	Short Answer	4.GE.C.12/Ch. 4	1
5	Multiple Choice	4.EC.A.22/Ch. 22	1
6	Multiple Choice	4.HI.B.5/Ch. 11	1
7	Graphic Response	4.HI.B.7/Ch. 13	2
8	Multiple Choice	4.GO.A.15/Ch. 15	1
9	Multiple Choice	4.EC.A.22/Ch. 22	1
10	Short Answer	4.GO.C.20/Ch. 20	1
11	Multiple Choice	4.GO.B.18/Ch. 18	1
12	Multiple Choice	4.HI.B.6/Ch. 12	1
13	Multiple Choice	4.HI.B.4/Ch. 10	1
14	Multiple Choice	4.HI.B.6/Ch. 12	1
15	Multiple Choice	4.GE.C.14/Ch. 6	1
16	Graphic Response	4.GE.B.10/Ch. 2	2
17	Multiple Choice	4.HI.B.7/Ch. 13	1
18	Multiple Choice	4.GO.C.21/Ch. 21	1
19	Multiple Choice	4.EC.A.22/Ch. 22	1
20	Graphic Response	4.HI.B.5/Ch. 11	2
21	Graphic Response	4.GO.A.16/Ch. 16	2
22	Multiple Choice	4.GO.C.20/Ch. 20	1
23	Short Answer	4.GO.C.20/Ch. 20	1
24	Multiple Choice	4.GE.A.9/Ch. 1	1
25	Multiple Choice	4.GE.C.12/Ch. 4	1
26	Multiple Choice	4.GO.A.15/Ch. 15	1
27,28,29	Evidence-Based Set	4.GO.C.21/Ch. 21	4
30	Short Answer	4.HI.B.7/Ch. 13	1
31	Multiple Choice	4.EC.C.23/Ch. 23	1
32	Graphic Response	4.HI.B.5/Ch. 11	2
33	Graphic Response	4.EC.C.23/Ch. 23	2
34	Multiple Choice	4.GE.C.14/Ch. 6	1
35	Multiple Choice	4.GE.B.10/Ch. 2	1
36	Graphic Response	4.HI.B.6/Ch. 12	2
37	Multiple Choice	4.GO.C.21/Ch. 21	1



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