Practice your social studies knowledge to succeed on the Virginia SOL Assessment!
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Student Guide

About this book

In the spring, you will take the Virginia SOL assessment. This test assesses what you have learned since you started school in Kindergarten.

This book will help you get ready for this test. The book has a Pretest, Test Practice lessons, and a Posttest. As you practice test-taking skills, you will become comfortable taking tests.

Standards Chart

All of the Standards of Learning for your level are tested on the Virginia SOL assessment. The Correlation Chart in this book lists each SOL and the pages where they can be found.

Page numbers help you find questions to help you practice each standard. For example, if you want to practice Greece and Rome, find Standard 3.1 and go to the pages listed there for more practice.

Test-Taking Tips

These Test-Taking Tips will help you during tests. Your teacher may read these tips with the class. You will want to look at these several times, especially before taking a test. Talk to your parents or guardians about what you can do as a family to prepare for tests.

Talk to you teacher, parents, or guardians if you feel nervous about taking tests. They can help you find the best way to be prepared to take the Virginia SOL assessment.

Pretest

A pretest is a test students take before they learn new material. Your teacher may use it to find out what you already know and what you still need to learn.

The Pretest in this book looks similar to the Virginia SOL assessment. It has 40 multiple-choice questions. Some questions have text passages, photos, graphic organizers, or other images. This is similar to the Virginia SOL assessment. These questions will help you become familiar with the test.
<table>
<thead>
<tr>
<th>Virginia Standards of Learning for Grade 1</th>
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</thead>
<tbody>
<tr>
<td><strong>Standard 1.1</strong> The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.</td>
<td>3–4, 36–37, 52</td>
</tr>
<tr>
<td><strong>Standard 1.2</strong> The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.</td>
<td>4, 40–41, 53, 68</td>
</tr>
<tr>
<td><strong>Standard 1.3</strong> The student will discuss the lives of people associated with Presidents’ Day, Columbus Day, and the events of Independence Day (Fourth of July).</td>
<td>51</td>
</tr>
</tbody>
</table>
| **Standard 1.4** The student will develop map skills by  
   a) recognizing basic map symbols, including references to land, water, cities, roads;  
   b) using cardinal directions on maps  
   c) identifying the shape of the United States and Virginia on maps and globes;  
   d) locating Washington, D.C., and Richmond, the capital of Virginia, on a United States map. | 9, 13–14, 32–35, 57–58, 60–61 |
| **Standard 1.5** The student will construct a simple map, using basic map symbols in the map legend. | 9, 13, 34–35, 57–58, 60–61 |
| **Standard 1.6** The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation. | 11, 63 |
| **Standard 1.7** The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services. | 15, 30–31, 45, 64 |
| **Standard 1.8** The student will explain that people make choices since they can’t have everything they want. | 17, 46, 66 |
| **Standard 1.9** The student will recognize that people save money for the future to purchase goods and services. | 17, 46–47, 50, 67 |
| **Standard 1.10** The students will apply the traits of a good citizen by  
   a) focusing on fair play, exhibiting good sportsmanship, helping others, treating others with respect  
   b) recognizing the purpose of rules and practicing self-control  
   c) working hard in school  
   d) taking responsibility for one’s own actions  
   e) valuing honesty and truthfulness in oneself and others  
   f) participating in classroom decision-making through voting. | 21–22, 25, 28–29, 47, 70 |
| **Standard 1.11** The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by  
   a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty | 21, 70 |
| **Standard 1.12** The student will recognize that communities in Virginia  
   a) have local governments  
   b) benefit from people who volunteer in their communities  
   c) include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles. | 24, 68 |
Test Practice

This section will help you practice skills to better answer questions. Each lesson teaches a skill and takes you step-by-step through a question to practice the skill. After you have practiced, you then can apply the skill with more practice questions.

Posttest

The Posttest also looks like the Virginia SOL assessment. You will probably take the Posttest after you have practiced the skills in the Test Practice lessons. After this test, you will be familiar with the Virginia SOL assessment. You also will have the skills needed to be successful on the test.

How to Take Tests

You have taken tests before. You know there are many different types of tests and questions. Here are general tips to help you with the Virginia SOL assessment and any other test.

Understanding Questions and Directions Read every word. Follow all directions carefully. Think about each question after you read it. Look for words that tell you what to do or what to look for in the text or image. Study maps or charts for words that might help you answer the questions.

On the Virginia SOL assessment, words like MOST or BEST are in capital letters. They tell you that more than one answer might be correct. Remember, only one answer is the BEST answer. Be sure to read each question carefully so you understand why those words are pointed out.

Reading Text Passages Some questions might include a text passage or a list of things. You have to read these to answer the question. Read the text or list carefully. Look for words or phrases that are similar or give you clues. These words and phrases will help you answer the question.
Ruling Out the Wrong Answer  Start by reading the question and all the answers. Which answers do you know are incorrect? For example, a question might ask you about Egypt, but an answer choice is about Mali. You can rule out that answer choice. Use common sense.

Making Your Best Guess  If you are not sure about the correct answer, you want to make your best guess. First rule out as many incorrect answers as possible. Then make your guess between the answer choices that are left. Choose the answer that is MOST likely correct.

Filling in Bubble Sheets  Your teacher may give you an answer sheet with circles on it. This is called a bubble sheet. Sometimes a computer checks these bubble sheets. Keep your sheet clean and fill in your circles completely. If you don't, the computer could misread your answers.

When you take a test, completely fill in the bubbles with your pencil. Don't use an X or a checkmark. If you fill in a bubble partway, or if you go over the lines too much, your answer may not count. If you need to change an answer, don't worry. Simply erase your first choice completely. Then fill in the bubble for your second choice.

Check your Work  After you have completed your test, check over your work. Go back to the beginning of the test. Answer any questions that you skipped. Make sure you that you have filled in the bubbles on the answer sheet correctly.
Test-Taking Tips

**Before the Test**

- Go to bed early the night before the test.
- Eat a good breakfast the day of the test.
- Be prepared. Wear comfortable clothes. Make sure you have extra sharpened #2 pencils with you.

**During the Test**

- Be confident! You can do it! If a question seems hard, take your time, use your skills, and do your best.
- Relax!
- Read each question carefully.
- Don't leave any answers blank. If you do not know the answer to a question, skip it and come back to it later.
- Check your answers. Reread each question and make sure your answer makes sense.
- Erase incorrect answers completely.
- Check your answer sheet. Fill in each circle completely. Make sure there are no extra marks on the answer sheet.
<table>
<thead>
<tr>
<th>Virginia Standards of Learning for Kindergarten</th>
<th>Page Number</th>
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<tr>
<td><strong>Standard K.1</strong> The student will recognize history describes events and people of other times and places by</td>
<td>4, 51</td>
</tr>
<tr>
<td>a) identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln</td>
<td></td>
</tr>
<tr>
<td>b) identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents’ Day, and Independence Day (Fourth of July)</td>
<td></td>
</tr>
<tr>
<td><strong>Standard K.2</strong> The student will describe everyday life in the present and in the past and begin to recognize that things change over time.</td>
<td>3, 36–37, 51</td>
</tr>
<tr>
<td><strong>Standard K.3</strong> The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.</td>
<td>8, 56</td>
</tr>
<tr>
<td><strong>Standard K.4</strong> The student will use simple maps and globes to</td>
<td>32–33</td>
</tr>
<tr>
<td>a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth.</td>
<td></td>
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<tr>
<td>b) describe places referenced in stories and real-life situations.</td>
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<tr>
<td>c) locate land and water features.</td>
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<tr>
<td><strong>Standard K.5</strong> The student will develop an awareness that maps and globes</td>
<td>61</td>
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<tr>
<td>a) show a view from above</td>
<td></td>
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<tr>
<td>b) show things in smaller size</td>
<td></td>
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<tr>
<td>c) show the position of objects.</td>
<td></td>
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<tr>
<td><strong>Standard K.6</strong> The student will match simple descriptions of work people do with the names of those jobs.</td>
<td>15, 63</td>
</tr>
<tr>
<td><strong>Standard K.7</strong> The student will</td>
<td>20, 65–66</td>
</tr>
<tr>
<td>a) recognize that people make choices because they cannot have everything they want</td>
<td></td>
</tr>
<tr>
<td>b) explain that people work to earn money to buy the things they want.</td>
<td></td>
</tr>
<tr>
<td><strong>Standard K.8</strong> The student will demonstrate that being a good citizen involves</td>
<td>21–22, 47, 69, 71</td>
</tr>
<tr>
<td>a) taking turns and sharing;</td>
<td></td>
</tr>
<tr>
<td>b) taking responsibility for certain classroom chores;</td>
<td></td>
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<tr>
<td>c) taking care of personal belongings and respecting what belongs to others;</td>
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<tr>
<td>d) following rules and understanding the consequence of breaking rules;</td>
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<tr>
<td>e) practicing honesty, self-control, and kindness to others;</td>
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<tr>
<td>f) participating in decision-making in the classroom;</td>
<td></td>
</tr>
<tr>
<td>g) participating successfully in group settings.</td>
<td></td>
</tr>
<tr>
<td><strong>Standard K.9</strong> The student will recognize the American flag and the Pledge of Allegiance and know that the President is the leader of the United States.</td>
<td>21, 71</td>
</tr>
<tr>
<td>Virginia Standards of Learning for Grade 2</td>
<td>Page Number</td>
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<tr>
<td>--------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 2.1</strong></td>
<td></td>
</tr>
<tr>
<td>The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.</td>
<td>5, 44–45, 53</td>
</tr>
<tr>
<td><strong>Standard 2.2</strong></td>
<td></td>
</tr>
<tr>
<td>The student will compare the lives and contributions of three American Indian cultures of the past and present with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest.</td>
<td>6, 55</td>
</tr>
<tr>
<td><strong>Standard 2.3</strong></td>
<td></td>
</tr>
<tr>
<td>The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.</td>
<td>7, 28–29</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 2.4</strong></td>
<td></td>
</tr>
<tr>
<td>The student will develop map skills by</td>
<td></td>
</tr>
<tr>
<td>a) locating the United States, China, and Egypt on world maps;</td>
<td></td>
</tr>
<tr>
<td>b) understanding the relationship between the environment and the culture of ancient China and Egypt;</td>
<td></td>
</tr>
<tr>
<td>c) locating the regions of Powhatan, Lakota, and Pueblo Indians on U.S. maps;</td>
<td></td>
</tr>
<tr>
<td>d) understanding the relationship between the environment and the culture of the Powhatan, Lakota, and Pueblo Indians.</td>
<td>13, 31, 59, 62</td>
</tr>
<tr>
<td><strong>Standard 2.5</strong></td>
<td></td>
</tr>
<tr>
<td>The student will develop map skills by</td>
<td></td>
</tr>
<tr>
<td>a) locating the equator, the seven continents, and the five oceans on maps and globes;</td>
<td></td>
</tr>
<tr>
<td>b) locating selected rivers (James River, Mississippi River, Rio Grande, Huang He, Nile River), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States and other countries.</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 2.6</strong></td>
<td></td>
</tr>
<tr>
<td>The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.</td>
<td>11, 13, 57–58, 60–61</td>
</tr>
<tr>
<td><strong>Standard 2.7</strong></td>
<td></td>
</tr>
<tr>
<td>The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).</td>
<td>16, 19, 38–39, 44–45, 67</td>
</tr>
<tr>
<td><strong>Standard 2.8</strong></td>
<td></td>
</tr>
<tr>
<td>The student will distinguish between the use of barter and the use of money in the exchange for goods and services.</td>
<td>16, 30–31, 64</td>
</tr>
<tr>
<td><strong>Standard 2.9</strong></td>
<td></td>
</tr>
<tr>
<td>The student will explain that scarcity requires people to make choices about producing and consuming goods and services.</td>
<td>17, 19, 45–47, 64, 66</td>
</tr>
<tr>
<td><strong>Civics</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 2.10</strong></td>
<td></td>
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<tr>
<td>The student will explain the responsibilities of good citizens, emphasis on</td>
<td></td>
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<tr>
<td>a) respecting and protecting the rights and property of others;</td>
<td></td>
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<tr>
<td>b) taking part in the voting process when making classroom decisions;</td>
<td></td>
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<tr>
<td>c) describing actions that can improve the school and community;</td>
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<tr>
<td>d) demonstrating self-discipline and self-reliance;</td>
<td></td>
</tr>
<tr>
<td>e) practicing honesty and trustworthiness.</td>
<td>21–22, 29, 47, 69</td>
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</table>
# Virginia Social Studies SOL Correlation Chart

<table>
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<tr>
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<tbody>
<tr>
<td><strong>Civics (continued)</strong></td>
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</tr>
<tr>
<td><strong>Standard 2.11</strong> The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.</td>
<td>23, 40–41, 71–72</td>
</tr>
</tbody>
</table>
| **Standard 2.12** The student will understand that the people of Virginia  
  a) have state and local government officials who are elected by voters;  
  b) have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles. | 24, 68, 70 |

<table>
<thead>
<tr>
<th>Virginia Standards of Learning for Grade 3</th>
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</thead>
<tbody>
<tr>
<td><strong>History</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 3.1</strong> The student will explain how the contributions of ancient Greece and Rome have influenced the present in terms of architecture, government (direct and representative democracy), and sports.</td>
<td>2, 7, 47, 55</td>
</tr>
<tr>
<td><strong>Standard 3.2</strong> The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).</td>
<td>6, 52</td>
</tr>
</tbody>
</table>
| **Standard 3.3** The student will study the exploration of the Americas by  
  a) describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport;  
  b) identifying reasons for exploring, the information gained, the results of the travels, and the impact of these travels on American Indians. | 8, 54 |
| **Geography**                             |             |
| **Standard 3.4** The student will develop map skills by  
  a) locating Greece, Rome, and West Africa;  
  b) describing the physical and human characteristics of Greece, Rome, and West Africa;  
  c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs. | 15, 44–45 |
| **Standard 3.5** The student will develop map skills by  
  a) positioning and labeling the seven continents and five oceans to create a world map;  
  b) using the equator/prime meridian to identify Northern, Southern, Eastern, Western Hemispheres;  
  c) locating the countries of Spain, England, and France;  
  d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Québec, Canada), and Christopher Newport (Jamestown, Virginia);  
  e) locating specific places using a simple letter-number grid system. | 10, 12, 59 |
<p>| <strong>Standard 3.6</strong> The student will read and construct maps, tables, graphs, and/or charts. | 13, 32–35, 37, 57–58, 60–61 |
| <strong>Standard 3.7</strong> The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services. | 16, 19, 38–39, 44–45, 64–66 |</p>
<table>
<thead>
<tr>
<th>Virginia Standards of Learning for Grade 3 (continued)</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geography</strong> <em>(continued)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 3.8</strong> The student will recognize that because people and regions cannot produce everything they want, they specialize in producing some things and trade for the rest.</td>
<td>19–20, 44, 65</td>
</tr>
<tr>
<td><strong>Standard 3.9</strong> The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).</td>
<td>17–18, 31, 46, 67–68</td>
</tr>
<tr>
<td><strong>Civics</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Standard 3.10** The student will recognize the importance of government in the community, Virginia, and the United States of America by  
  a) explaining the purpose of rules and laws;  
  b) explaining that government is to make laws, carry out laws, decide if laws were broken;  
  c) explaining that government protects the rights and property of individuals. | 25, 42–43, 47, 73 |
| **Standard 3.11** The student will explain the importance of the basic principles that form the foundation of a republican form of government by  
  a) describing individual rights to life, liberty, the pursuit of happiness; and equality under the law;  
  b) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr., and César Chávez;  
  c) recognizing that Veterans Day and Memorial Day honor people who have protected freedoms;  
  d) describing how people can serve the community, state, and nation. | 21, 40–41, 68, 70–71 |
| **Standard 3.12** The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms. | 24, 72 |
Pretest
Directions

Read each question carefully and choose the best answer. Then mark the space in the answer document for the answer you have chosen.

SAMPLE

The act of giving or doing something is a —

A  contribution
B  rule
C  vote
D  law
1 If something is in the present, it means —
A it happened yesterday
B it is happening now
C it will happen tomorrow
D it will happen next week

2 Types of Transportation

In this timeline, which event will happen in the future?
F Riding in airplanes
G Riding in electric cars
H Riding horses
J Riding in trains
Each July we celebrate a holiday to remember when the United States became a new country. This day is called —

A  Presidents’ Day  
B  Memorial Day  
C  Independence Day  
D  Thanksgiving Day

Who is the person described above?

F  George Washington Carver  
G  César Chávez  
H  Benjamin Franklin  
J  George Washington
5 Which of the following is an invention from China?

A. Clock

B. Kite

C. Column

D. Hieroglyphics
6  • worked as hunters and horsemen
   • rode horses
   • lived in tepees

This American Indian tribe was the —

F  Apache
G  Lakota
H  Powhatan
J  Pueblo

7  Gold and salt were traded in —

A  China
B  Greece
C  Mali
D  Rome
What type of architecture is shown in this ancient Greek building?

F  Arches  
G  Pyramids  
H  Aqueducts  
J  Columns  

9 The word community means —

A  the number of people living in an area  
B  a way of moving people and things from one place to another  
C  the beliefs, customs, and way of life of a group of people  
D  a place where people live, work, and play
The European explorer described above was —

F  Jacques Cartier
G  Christopher Columbus
H  Christopher Newport
J  Juan Ponce de León

Which house has a bicycle in front of it?

A  1
B  3
C  5
D  7
Which symbol is above the lake?

F

G

H

J
Where is the fish pond located on the grid map?

A  A4
B  C2
C  C3
D  D4
What is the title of this map?

F  Mrs. Tran’s House
G  Carmen’s Community
H  Carmen’s House
J  Oak Street

15 The kind of weather an area has over a long period of time is known as —

A  climate
B  geography
C  location
D  season
Which continent is located below the Southern Ocean?

F  Asia
G  Europe
H  Antarctica
J  South America
What street is north of Rick’s Pumpkin Farm?

A  Oak Road
B  Fox Road
C  Lark Road
D  Maple Street

18

- hunted buffalo
- faced harsh, cold winters and hot summers
- used horses for transportation

Where did the people described above live?

F  Along the Huang He River
G  In the mountains
H  In high flatlands
J  On the plains and prairies
Sarah is using this map legend to draw a map of her classroom. The blackboard is north of Sarah’s desk. The computers are west of Sarah’s desk. Which map shows the location of Sarah’s desk?

A

B

C

D

GO ON
20 How did the ancient Greeks adapt to their environment?

- F They farmed on the banks of the Nile River.
- G They developed small, independent communities.
- H They traded salt for gold.
- J They built adobe houses.

21 These people make books. They are —

- A producers
- B consumers
- C buyers
- D traders
These are examples of —

F capital resources
G human resources
H natural resources
J physical surroundings

Look at the chart. Sarah’s activity is an example of —

A bartering
B making an economic choice
C saving money
D choosing between a want and a need

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah</td>
<td>Trades her sticker collection for Kathy’s colored pencils</td>
</tr>
<tr>
<td>Jamal</td>
<td>Chooses a new book instead of a DVD</td>
</tr>
<tr>
<td>Wendy</td>
<td>Buys a new CD at the store</td>
</tr>
<tr>
<td>Calvin</td>
<td>Puts coins into a box on her desk</td>
</tr>
</tbody>
</table>
24 Kyle has to choose a need from the items above. Which item should he choose?

F  Teddy bear
G  Groceries
H  Baseball equipment
J  Bicycle

25 Paper bills and coins used to pay for goods and services are called —

A  money
B  needs
C  savings
D  wants
The city government must provide three services to the community. It has $1,500 to spend. What choice from the chart will become an opportunity cost?

F  Provide new computers  
G  Repair roads  
H  Buy playground equipment  
J  Replace street signs
Trading with Other Countries

Key:

| Wood | Leather products | Oil | Clothing | Wool | Computers | Gold |

Which country trades a natural resource?

A  Argentina  
B  Italy  
C  Japan  
D  Russia

28 When people are not able to meet all wants at the same time because resources are limited, it is called —

F  bartering  
G  savings  
H  scarcity  
J  money
These are examples of —
A choices
B needs
C savings
D wants

30 Eileen owns a sporting goods store. She only repairs items, such as baseball gloves and golf clubs. This store is an example of —
F basic needs
G trade
H bartering
J specialization
31 What phrase BEST completes this web?

A  Do Well in School
B  Be a Good Citizen
C  Help Around the House
D  Learn How to Vote

32 Haley raises her hand before asking a question in class. This is an example of —

F  following classroom rules
G  being honest
H  practicing self-control
J  taking care of one’s things

33 Who wrote the Declaration of Independence?

A  Thomas Jefferson
B  George Washington
C  Abraham Lincoln
D  Thurgood Marshall
How is this student demonstrating respect for the American flag and the United States?

F By doing her schoolwork
G By voting
H By saying the Pledge of Allegiance
J By picking up litter

35 Sam saw Li cheating during a test. Sam told the teacher what he saw. How was Sam being a good citizen?

A He was respecting the rights of others.
B He took part in the voting process.
C He was making classroom decisions.
D He was practicing honesty and trustworthiness.
36 Which of these famous Americans worked to give women the right to vote?

F. Susan B. Anthony

G. Martin Luther King, Jr

H. Rosa Parks

J. Abraham Lincoln
The students in the chart above participated in International Day at their school. How did these students share their traditions?

A  Through music
B  Through books
C  Through food
D  Through clothing

<table>
<thead>
<tr>
<th>Student</th>
<th>Food</th>
<th>Holiday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gabriela</td>
<td>tacos, tamales, and enchiladas</td>
<td>Cinco de Mayo</td>
</tr>
<tr>
<td>Ryan</td>
<td>hamburgers, hot dogs, and apple pie</td>
<td>Independence Day</td>
</tr>
<tr>
<td>Amiri</td>
<td>fried okra, chicken and sausage gumbo, and sweet potato pie</td>
<td>Kwanzaa</td>
</tr>
</tbody>
</table>

38 How can people contribute to their community?

F  By voting for government officials
G  By stealing their neighbor’s trashcan
H  By cheating in a race
J  By leaving trash on the road
39 Why do communities have governments?
A To elect the President
B To keep people safe
C To make classroom rules
D To prevent children from riding bicycles

40 Important rules written and carried out by the government are called —
F laws
G communities
H votes
J principles
Test Practice
LESSON 1 Understand and Answer Test Questions

One of the most important test-taking skills you can learn is how to answer multiple-choice questions. The correct answer is always given, but some of the incorrect answers may also seem correct. You can identify incorrect answers by following some simple tips.

Use the tips below to help you answer test questions.

- Read the directions. Read any words in boxes or circles. Follow any arrows.
- Pay attention to words such as BEST or MOST. These clue words help you find the right answer.
- Read all answers carefully. Rule out answers that you know are not correct.
- Look at any remaining answers. Use your knowledge and common sense to pick the best answer.

Read the words in the web to answer the question.

Ways to ________

work hard in school  help make classroom decisions  volunteer in the community

Which phrase BEST completes this web?

A  Do Well in School
B  Be a Good Citizen
C  Help Around the House
D  Learn How to Vote
Step 1 Read the web and the question. Before you reread the answer choices, what answer would you give to the question in your own words?

☑ I would answer this question by saying


Step 2 Now reread the answer choices. Remember that the question asks you for the BEST answer. Think about what you have learned about being a good citizen, a good student, and voting. Use this information to help you identify incorrect answers.

☑ I think the correct answer is _______ because


Apply It

Circle the answers below based on the words in the web.

2 Raking leaves in a park —
   F helps your classroom
   G will help you in school
   H shows that you follow the rules
   J is a way to help your community

3 What is one reason we have rules?
   A To help others
   B To protect peoples’ rights
   C To treat others with respect
   D To learn how to vote
LESSON 2 Interpret Photographs

Photographs are images that show events or people from the past. Photographs contain information to help you understand people, places, and events. They are a visual way of giving you information.

Use the tips below to help you interpret photographs.

- Look at the objects in the photograph. What do you see? Who are the people? What are they doing?
- It’s okay if you don’t know what the photograph shows the first time you look at it. Look for clues to help you understand the photograph’s meaning.
- Look for clues that tell the time period of the photograph. If there are electronics in the photograph such as cell phones, the image is more recent.
- The question and answer choices will help you narrow down what the photograph shows. Use the information you gather from the photograph to help you answer the question.

Look at the photograph to answer the questions.

1 The children in this photograph are —
   A importing goods
   B bartering services
   C saving money
   D bartering goods
Step 1  Ask yourself questions about this picture. What do you see?

☐ In this picture, I see

Step 2  Reread the question and the answer choices. Use your answer to Step 1 to help you eliminate the incorrect answer choices.

☐ I believe the correct answer is ______ because

Apply It

Circle the answers below based on the photograph.

2 What goods are the children bartering?

F Money
G Clothing
H Cards
J Videos

3 Shelley is holding cards that Jacob wants. He also wants the one he is holding. If he chooses the cards Shelley is holding, what is the opportunity cost?

A The cards Shelley is holding
B The cards on the bench
C The cards on the table
D The card Jacob is holding
LESSON 3 Read Symbols

Symbols are simple pictures that stand for something else. Symbols on maps help you see where certain items are located. They can help you find geographic features, buildings, or other items on the map. You may need to answer a test question that asks you to tell what a symbol means.

Learn It

Use the tips below to help you read symbols.

• Look at the symbols on the map. Look for a key that shows what each symbol stands for.
• Remember that symbols usually look like the objects they stand for.
• Read the question. Look for clue words that help you find the symbol, like below or next to.
• Use the symbols to help you find the answer.

Practice It

Look at the map and answer the question.

1 What object is to the right of the barn?
   A
   B
   C
   D

MAP KEY

- river
- lake
- mountain
- tree
Step 1 Find the barn on the map. Look to the right of the barn on the map. Look at the answers. Which two do you know are not correct?

☐ I know ______ are wrong because

Step 2 Look at the remaining answers. Use the key to find the symbol that is to the right of the barn. What is the answer?

☐ I believe the correct answer is ______ because

Apply It

Circle the answers below based on the map.

2 What symbol is between the two sets of mountains?

- F Barn
- G Cloud
- H River
- J Tree

3 What objects are to the left of the river?

- A Mountains and a lake
- B Trees and mountains
- C Trees and a river
- D Mountains and a river
LESSON 4 Use Grid Maps

A grid map is a map with lines that divide it into different sections. The lines are labeled with letters and numbers. Reading a grid map is different than reading a regular map. You give the location of something on the map by using the letter and number of the box where it appears on the grid.

Read the tips below to help you use grid maps.

- A grid map has letters on the side and numbers on the top, bottom, or both.
- Sections of a grid map have a letter and number combination called a coordinate, or section. A2, C4, and D3 are coordinates. The letter comes first, then the number.
- To find items using a coordinate, put your finger on the grid box with the letter in the coordinate. Then move across the grid until you reach the row with the number from the coordinate.
- Read the answers to make sure that you pick the right coordinate.

Practice It

Look at the grid map and answer the question.

1 In what section is the frog pond located?
   A A1
   B A4
   C C2
   D D4
Step 1 Find the letters and numbers on the grid. Locate each coordinate. This will help you rule out the wrong answers.

- What do you see in each section?

Step 2 Your answers from Step 1 will help you eliminate the wrong choices. In which section did you find the frog pond?

- I believe the correct answer is because

Apply It

Circle the answers below based on the map.

2 Which coordinate has two ducks in it?

F   B2
G   C2
H   C3
J   D3

3 What is in coordinate A2?

A   Houses
B   Trees
C   Duck pond
D   Frog pond
LESSON 5 Understand Time Lines

A time line is a visual way to show the order of events. Time lines show events over a span of time. Some time lines can show what happened in one day. Others can show what happened over hundreds of years.

Use the time line to answer the question.

1. **Types of Transportation**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1900</td>
<td>riding horses</td>
</tr>
<tr>
<td>1950</td>
<td>riding in trains</td>
</tr>
<tr>
<td>2000</td>
<td>riding in airplanes</td>
</tr>
<tr>
<td>2050</td>
<td>riding in electric cars</td>
</tr>
</tbody>
</table>

Which event will happen in 2050?

A. Riding in airplanes
B. Riding in electric cars
C. Riding horses
D. Riding in trains
Step 1  Look at the dates on the time line. The event on the left is the one that happened first. As you move from left to right, which events can you rule out?

☐ I can rule out __________ because

__________________________________________________________________________

Step 2  Remember that each event is connected to a date. Find 2050 on the time line. What event is connected to that date?

☐ I believe the correct answer is ______ because

__________________________________________________________________________

Apply It

Use the time line on page 36 to answer the questions below.

2  What type of transportation was used in the 1900s?

   F  Riding horses
   G  Riding in trains
   H  Riding in airplanes
   J  Riding in electric cars

3  People traveled in airplanes in the year —

   A  1900
   B  1950
   C  2000
   D  2050
Test Practice

LESSON 6 Read Circle Graphs

Circle graphs show how parts of something connect to the whole. Each section looks like a slice from a pie. That is why circle graphs are sometimes called pie graphs or pie charts.

Use the tips below to help you read circle graphs.

- The title identifies the whole. What is being shown by this graph?
- Each section is labeled differently. This may be by number, color, or words.
- If the sections are not labeled, look for a key to help you identify each section.
- Notice that larger sections have bigger numbers.
- Do all the sections make a whole circle?
- Read the question. Make sure you study the circle graph so you can choose the correct answer.

Practice It

Use the circle graph to answer the question.

1. The title of this circle graph should be —
   A. Cityville Human Resources
   B. Virginia Human Characteristics
   C. Cityville Human Characteristics
   D. Virginia Human Resources
Step 1  Ask yourself, “What information is shown in the graph?”
This graph shows the types of jobs found in Cityville.
Using the circle graph to help you find this information will help you narrow down the answer choices.

☐ I  know  that  __________ are  wrong  because

Step 2  Think about the definition of “human resources” and “human characteristics.” Which definition is represented in the graph?

☐ This graph shows ______________ . The correct answer is ______________ .

Apply It

Circle the questions below based on the circle graph.

2 Most of the workers in Cityville provide —
   F  Money
   G  Wants
   H  Services
   J  Goods

3 Which group makes up 30 percent of Cityville’s workers?
   A  Factory workers
   B  Service workers
   C  Government officials
   D  Human resources
LESSON 7 Compare and Contrast Information

Learning to compare and contrast will help you understand history. When you **compare**, you see how things are similar. When you **contrast**, you see how things are different. Learning to compare and contrast will help you understand changes in communities or cultures over time. You will see the similarities and differences between important people in history.

**Use the tips below to help you compare and contrast.**

- **When you compare** things, you are looking for ways that things are **alike**.
- **When you contrast** things, you are looking for ways that things are **different**.
- Read the information given with the question. Think about similarities and differences in the information as you read.
- Look for clue words such as *all, alike, different, each*, or *both*.

**Practice It**

Use the information in the box below to answer the question.

1. George Washington and Abraham Lincoln were both Presidents of the United States. Washington was born in Virginia and led the fight for freedom from England. He became the first President of our country. Lincoln was from Illinois and helped free enslaved African Americans.

**How were George Washington and Abraham Lincoln similar?**

A. They led the country to freedom.
B. They were from Virginia.
C. They were Presidents of the United States.
D. They were from Illinois.
Step 1  Reread the text selection. What information is in the text? Make a list about each person. What information is different on these lists? This should help you find the wrong answers.

☐ The information that is different is

Step 2  Look at the answer choices again. Compare them to your lists. What information is the same for both Washington and Lincoln?

☐ I believe the correct answer is _______ because

Apply It

Circle the answers below based on the passage on page 40.

2 How is Abraham Lincoln different from George Washington?
   F  He grew up in Virginia.
   G  He freed African American slaves.
   H  He led the country to freedom from England.
   J  He was the first President.

3 What did George Washington do?
   A  He free African American slaves.
   B  He was the 16th President of the United States.
   C  He grew up in Illinois.
   D  He led the country to freedom from England.
Test Practice
LESSON 8 Draw Conclusions

Many test questions ask you to read text and data to draw conclusions. A conclusion is a decision you make based on clues and information. When you draw conclusions, you are thinking critically about the information and making a decision about it.

Use the tips below to help you draw conclusions.

- As you read the information and the question, think about what you already know about the topic.
- Look for details and clues in the reading or question. Combine these clues with what you already know.
- Make a conclusion, or decision based on facts, text clues, and what you know. Be sure your conclusion answers the question.
- Read the answer choices. Choose the one that best matches your conclusion.

Congress is the legislative branch of the government. Congress has two parts: the House of Representatives and the Senate. Members of each part come from all 50 states. There are two Senators from each state. The number of Representatives from each state depends on the population of the state. Small states have the fewest Representatives; larger states have more. There are 435 people in the House of Representatives.

How many people are in Congress?
A 50
B 100
C 435
D 535
Step 1  The answer to this question is not clearly spelled out in the text. However, you can use text clues to find the correct answer. Congress is made of what parts?

☐ Congress is made up of

Step 2  If there are two senators from each state, and there are 50 states, how many senators are in Congress? Add this number to the number of representatives given in the text to find the correct answer.

☐ There are _______ people in the Senate. There are _______ people in the House. Therefore, there are _______ in Congress. The correct answer is _______.

Apply It

Circle the answers below based on the text box on page 42.

2  What do members of Congress do?

F  Make laws for the country
G  Make laws for the state of Virginia
H  Make laws for my community
J  Make laws for my school

3  California has the largest population in the United States. There are 34 representatives from Texas, the second-largest state in the United States. How many representatives does California have?

A   2
B   34
C   55
D   435
LESSON 9 Make Generalizations

Some test questions ask you to read text or data to make generalizations. A **generalization** is a statement that explains how different facts, people, or events are related.

**Ancient Greece and Rome**

Ancient Greece was located on a peninsula surrounded by water. There was a small amount of fertile soil among the many mountains and hills. The people built ships, fished, made pottery to sell, and learned to farm the land.

Ancient Rome was located near a large river. There was little good soil, but there were many trees. The people built ships, made pottery to sell, and farmed the available land.

**The people of Ancient Greece and Rome —**

- **A** were capital resources
- **B** used natural resources to produce services
- **C** used human and natural resources to build ships
- **D** bartered goods with each other
Step 1  The question asks you make a generalization about the people of ancient Greece and Rome. The answer is not in the text, but you can use text clues to find it. What did the people of ancient Greece and Rome use to produce their goods?

☐ They produced goods using ____________________________

Step 2  Look at the answer choices. Based on your answer in Step 1, which answer is the best generalization? How did the people of ancient Greece and Rome produce goods?

☐ I believe the correct answer is _______ because ____________________________

Apply It

Circle the answers below based on the text on page 44.

2 An important natural resource for ancient Greece and Rome was —
   F pottery
   G water
   H citizens
   J mountains

3 People who farmed or made pottery were —
   A miners
   B producers
   C consumers
   D painters
Lesson 10 Determine Cause and Effect

A test might ask a cause and effect question. A cause is an action or event that makes something else happen. The next event that happens is called the effect. You may be asked to identify the cause or effect, or the relationship between the two. Thinking about causes and effects will help you understand events you read about.

Use the tips below to help you explain cause and effect.

- Read the text and question. Look for words that will help you find the right answer.
- Ask yourself, “What happened?” This is the effect.
- A cause is the reason something happened. To find the cause, ask “Why did it happen?”
- Look for clue words such as because, as a result of, strengthened, and so. These words often link causes and effects and will help you identify them.
- Reread the text, the question, and the answers. Choose the best answer.

Use the cause and effect chart to answer the question.

1. Cause
   - Sam saves money by packing his lunch.

Which effect replaces the question mark?

A  Sam buys lunch at school.
B  Sam buys something he wants.
C  Sam shares his lunch with friends.
D  Sam eats his lunch at home.
Step 1 Remember that an effect is what happened as the result of an action. Read the answer choices and use common sense. If Sam is packing his lunch, which answers seem the least likely to be correct?

☐ I can eliminate answers __________ because


Step 2 Think about why someone would want to save money by packing their lunch. What would happen if you saved money? How does saving money help Sam?

☐ Saving money would allow me to


I believe the correct answer is __________.

Apply It

Circle the correct answer for each question.

2 What would happen if American citizens stopped voting for government officials?

F The United States would be run by the President.

G The United States would be a representative democracy.

H The United States would have to form a new system of government.

J The United States would be a direct democracy.

3 Marisol did not follow the rules at school and did not show good citizenship. Which is the MOST likely reason she was told that she did not follow the rules?

A She played nicely with her friends.

B She helped Sunil finish his homework.

C She raised her hand before asking a question.

D She threw her coat on the floor.
Posttest
SAMPLE

Coins, paper bills, and checks used in exchange for goods and services are called —

A  trade
B  money
C  wants
D  needs
1 Why do we study about life in the past?
A  To learn recipes
B  To learn that things change over time
C  To learn about diversity
D  To learn how to dress

2 Who was an Indian leader when settlers came to Jamestown?
F  Pocahontas
G  Christopher Newport
H  Powhatan
J  John Smith

3 Who is remembered on this day for discovering America?
A  Abraham Lincoln
B  Christopher Columbus
C  George Washington
D  Martin Luther King, Jr.
What is being described in the box above?

F  Things that will happen in the future
G  Things that happened in long ago
H  Things that will happen at school
J  Things that are happening now

5 The city in Mali that had a university with a large library was —

A  Athens
B  Cairo
C  Sparta
D  Timbuktu
6 Which American leader worked for equal rights for all people and volunteered for many organizations?

F  Benjamin Franklin

G  Eleanor Roosevelt

H  Abraham Lincoln

J  George Washington
What country made the contributions listed above?

A  China  
B  Egypt  
C  Greece  
D  Mali  

This explorer was one of the first men to reach the Fall Line of the James River. His name is  

F  Jacques Cartier  
G  Christopher Columbus  
H  Christopher Newport  
J  Juan Ponce de León  

• Made kites and silk cloth  
• Used symbols and characters for writing  
• Invented the compass
9

Where did these people live?
A  New Mexico
B  Virginia
C  South Dakota
D  Washington

10

Rome  Both  United States

Republican form of government

Basic principles include life, liberty, and the pursuit of happiness

Which choice BEST completes the diagram above?
F  Birthplace of democracy
G  Direct democracy
H  Representative democracy
J  Government by the people
Which description tells where the fence is located?

A  Right of the bus stop and left of the swing set
B  Above the grocery store and below the slide
C  Right of the slide and left of the swing set
D  Near Betty’s Groceries and far from the bus stop
If you were standing at the Library, in which direction would you walk to get to the Movies?

F  North
G  South
H  East
J  West
What object is east of the farm?

A

B

C

D

MAP KEY

lake  mountain  tree  river
Which number shows the continent where Mali and Egypt are located?

F 1
G 2
H 3
J 4
If you were at the restaurant, in what direction would you travel to get to the theater?

A  Northeast
B  Northwest
C  Southeast
D  Southwest
What region has mostly plains with some plateaus?

F Midwest  
G Northeast  
H Southwest  
J West

17 A round model of Earth that shows the location of objects is called a —

A symbol  
B globe  
C map  
D legend
In which community did these people live?
F Ancient Egypt
G Ancient Greece
H Ancient Rome
J Ancient China

What river replaces the question mark on the map?
A Huang He River
B James River
C Nile River
D St. Lawrence River
20 The way a community meets its basic needs is affected by its —

F culture
G government
H economy
J physical surroundings

21

- Malcolm finds a recipe online.
- He shops at the market for fresh vegetables.
- He makes dinner for his guests.

What type of job does Malcolm MOST likely have?

A Doctor
B Teacher
C Farmer
D Cook
22 Amanda gave her bicycle to Margaret. In return, Amanda asked Margaret for her skateboard. This is an example of —

F bartering  
G money  
H goods  
J specialization

23 This farmer is an example of a —

A buyer  
B capital resource  
C consumer  
D producer
24 Which of the following is an example of money?

F  apples
G  paper bags
H  coins
J  plastic cards

25 What natural resource does Country B specialize in?

A  Oil
B  Wood
C  Gold
D  Cotton
The items listed above are examples of —
F specialization
G scarcity
H bartering
J capital resources

What is the student in this photo doing?
A Buying something he needs
B Saving for the future
C Bartering with his mother
D Buying something he wants
28 Rachad was buying ingredients for dinner. He only had enough money to buy three ingredients. Why does he have to make a choice?

F He does not like to make dinner.
G He cannot have everything he wants.
H He cannot find all of the ingredients.
J He does not have enough time.

29 Coal Miners

These men work in coal mines. They are examples of —

A capital resources
B consumer resources
C human resources
D natural resources
30 Lisa is trying to earn money to buy a bike. She can either open a lemonade stand or sell cookies, but she does not have time to do both. What is the opportunity cost for Lisa if she decides to open a lemonade stand?

F  She cannot buy a bike.
G  She cannot sell lemonade.
H  She cannot sell cookies.
J  She cannot earn money.

31 These people are serving their community by —

A  voting
B  volunteering
C  serving as government officials
D  performing community service
The students at Oak Street Elementary school spent the afternoon cleaning up litter on the playground. How were they acting as good citizens?

F  By taking part in the voting process
G  By being honest
H  By making classroom decisions
J  By respecting the property of others

Which rule is MOST likely to be a community rule?

A  Rule 1
B  Rule 2
C  Rule 3
D  Rule 4

<table>
<thead>
<tr>
<th>Rule</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Put your toys away.</td>
</tr>
<tr>
<td>2</td>
<td>Raise your hand before asking a question.</td>
</tr>
<tr>
<td>3</td>
<td>Wear your helmet when riding a bicycle.</td>
</tr>
<tr>
<td>4</td>
<td>Put your dishes in the sink.</td>
</tr>
</tbody>
</table>
Why are these people volunteering?
F  To protect the rights of people
G  To keep people safe
H  To demonstrate good citizenship
J  To practice self-control

These are examples of —
A  patriotic people
B  patriotic symbols
C  patriotic traditions
D  patriotic places
36 Who is the leader of the United States?

F the President
G the governor
H the mayor
J the Prime Minister

37 Dr. Martin Luther King, Jr.

---

How does this photo show the contributions of Dr. Martin Luther King, Jr.?

A He is giving a speech about equal rights.
B He is leading a protest march for equal rights.
C He is leading a peaceful march for equal rights.
D He is talking to government leaders about equal rights.
38 Which of the following is an example of diversity?
   F  Students wearing uniforms to school.
   G  Students playing baseball.
   H  Students performing in a talent show.
   J  Students eating apples at lunch.

39 Who was the first African American to play major league baseball?
   A  George Washington Carver
   B  Jackie Robinson
   C  Martin Luther King, Jr.
   D  Thurgood Marshall
Which of the following BEST completes the graphic organizer?

F  Purpose of Rules
G  Purpose of Communities
H  Purpose of Laws
J  Purpose of Government