

# LEAP 2025

## Social Studies

Practice Test

Grade 4

# Session 1 Directions

**Directions:**

Today, you will take Session 1 of the Grade 4 Social Studies Practice Test.

Read each source and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any stray pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely. You may look back at the sources when needed.

Some of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.

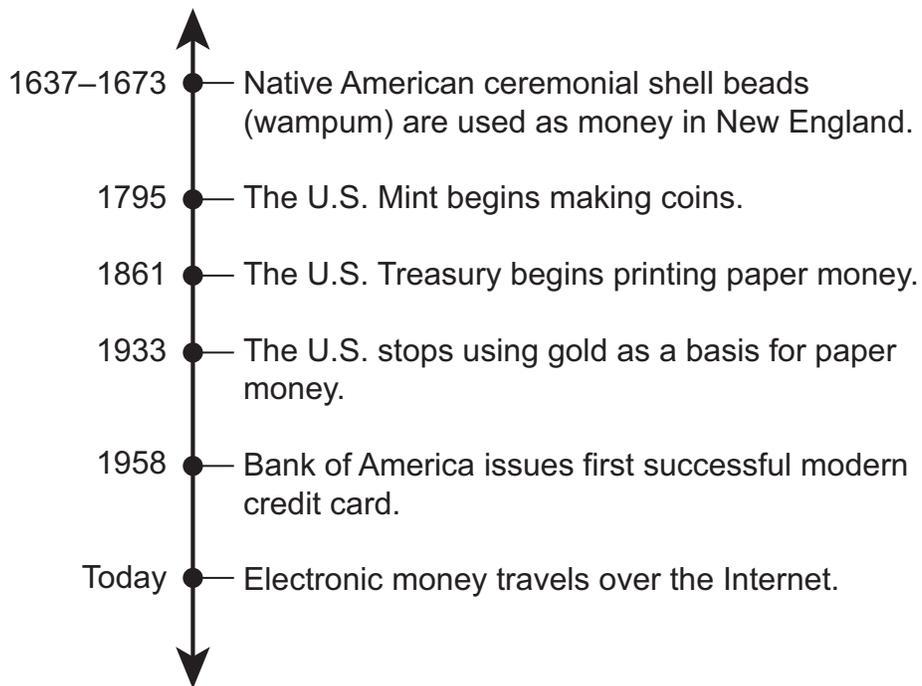
If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

**GO ON ►**

Read and study the sources about the history of money and its use today. Then use the three sources and your knowledge of social studies to answer questions 1–4.

Source 1

The History of Money in North America



## Source 2

*The Country Editor—Paying the Yearly Subscription (1874)*

by F. S. Church

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



### Source 3

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

#### **Debit Cards**

A debit card lets you pay for things with money from your bank account without needing cash. To use it you'll need your PIN<sup>1</sup> . . . which you enter into a card terminal<sup>2</sup> in shops, or into a website when buying things online. The money is normally deducted<sup>3</sup> from your bank balance in one to two days.

#### **Credit Cards**

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

<sup>1</sup>**PIN:** personal identification number, a series of numbers known only to the cardholder and the bank

<sup>2</sup>**card terminal:** credit and debit card pay machine

<sup>3</sup>**deducted:** subtracted

Source 3: *Credit Cards and Debit Cards Explained*. Copyright © 2003–2016 Brightside. Reprinted by permission of the Brightside Trust.

1. Using Source 2, which statement **best** describes an advantage of bartering?
  - Ⓐ People can set the price for things they buy.
  - Ⓑ People can find a use for things that are otherwise useless.
  - Ⓒ People can learn about new businesses in their neighborhood.
  - Ⓓ People can get things they need even if they lack cash.
  
2. Which statement **best** describes an advantage of paper money over bartering?
  - Ⓐ Paper money allows people to spend more than they can afford.
  - Ⓑ Paper money allows people to pay for both goods and services.
  - Ⓒ Paper money is worth the same amount in all stores.
  - Ⓓ Paper money is protected by a secret PIN code.
  
3. Based on Source 3, which statement **best** explains the difference between a debit card and a credit card?
  - Ⓐ A debit card can be used only at stores, while a credit card can be used only to pay bills.
  - Ⓑ A debit card withdraws money from a bank account, while a credit card is a loan that must be paid back.
  - Ⓒ A credit card requires cash in the bank, while a debit card requires only a bank account.
  - Ⓓ A credit card is issued by a bank, while a debit card is issued by a private lender.

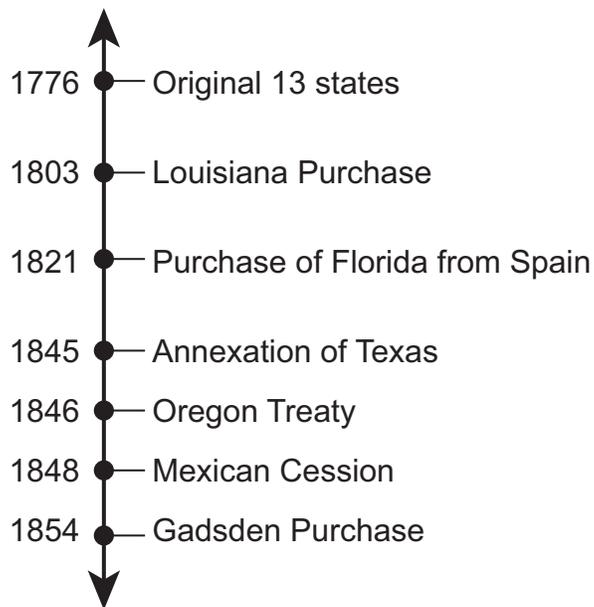
4. Which statement explains the **main** reason that the U.S. Treasury is a part of the executive branch of federal government and the legislative branch is responsible for spending money?
- Ⓐ The separation of responsibilities creates a system of checks and balances between branches of government.
  - Ⓑ The involvement of two branches of government gives one branch more power than the other.
  - Ⓒ The involvement of two branches of government gives the third branch the authority to print money.
  - Ⓓ The separation of responsibilities makes state government responsible for printing money.

**GO ON TO NEXT PAGE**

Read and study the sources about settling the western United States. Then use the four sources and your knowledge of social studies to answer questions 5–10.

Source 1

Westward Expansion



## Source 2

Adapted from *The Diary of Abbie Bright (1870–1871)*

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

May 8, 1871

As soon as Philip gets to Wichita and buys supplies, we will move to his cabin. You select a claim of 160 acres, then you “file on it.” After living on it six months, and doing a certain amount of improvements, you pay \$1.25 an acre, and then it is yours.

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

He selected a suitable place, and plowed it for a garden. Not having a harrow<sup>1</sup>, he hitched the oxen to big brush and dragged it back and forth until it was well raked. I have no hoe yet, but with the help of a stick, I have managed to plant a number of seeds.

<sup>1</sup>**harrow**: a piece of farm equipment used to plow land

**Source 3**

**John Deere's Steel Plow**

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

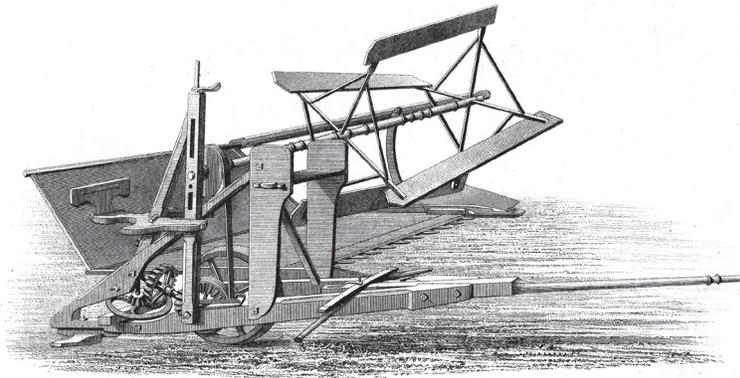


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**Source 4**

**Cyrus McCormick's Mechanical Reaper**

In the 1830s, Cyrus McCormick and other American inventors improved mechanical reapers. Horses pulled these machines to harvest grains. Mechanical reapers saved people hours of work and allowed many more crops to be grown.



Source 4: Anon/Getty Images, Inc.

5. Which statement **best** explains how early European explorations led to the expansion of the United States?
- Ⓐ Native Americans traded with explorers and settlers.
  - Ⓑ The government purchased the land that was explored.
  - Ⓒ People traveled more often to explore new places.
  - Ⓓ Explorers found natural resources for farming or mining.
6. Using Source 1 and Source 2, which physical feature **most likely** attracted settlers to the West?
- Ⓐ cheap land that was good for farming
  - Ⓑ giant lakes with plentiful fish
  - Ⓒ deep swamps with rich oil deposits
  - Ⓓ long coastlines that prevented foreign attacks
7. Which statement **best** describes the impact of the inventions shown in Source 3 and Source 4?
- Ⓐ They allowed people to determine which land was most fertile.
  - Ⓑ They allowed people to change the landscape to meet their needs.
  - Ⓒ They allowed people to clear land so they could build roads.
  - Ⓓ They allowed people to give their farm animals more rest.

8. How did the events in Source 1 **most likely** lead to more people settling in the West?
- (A) The events allowed the government to force settlers to move there.
  - (B) The events encouraged settlers to travel there on vacation.
  - (C) The events allowed the country to add large amounts of land for settlers.
  - (D) The events encouraged settlers to demand independence from the government.
9. How did the inventions of the tools shown in Source 3 and Source 4 encourage westward migration in the United States?
- (A) The tools made it cheaper for settlers to live.
  - (B) The tools increased the demand for ranch workers.
  - (C) The tools made it easier for settlers to establish farms.
  - (D) The tools increased the opportunities for gold miners.
10. Based on Source 2, how did the physical characteristics of Kansas **most likely** shape its economic development?
- (A) The large amount of fertile land made farming profitable in Kansas.
  - (B) The great distances between towns made trade difficult in Kansas.
  - (C) The flat land made it easier for companies to build factories in Kansas.
  - (D) The overgrown forests encouraged timber companies to locate in Kansas.

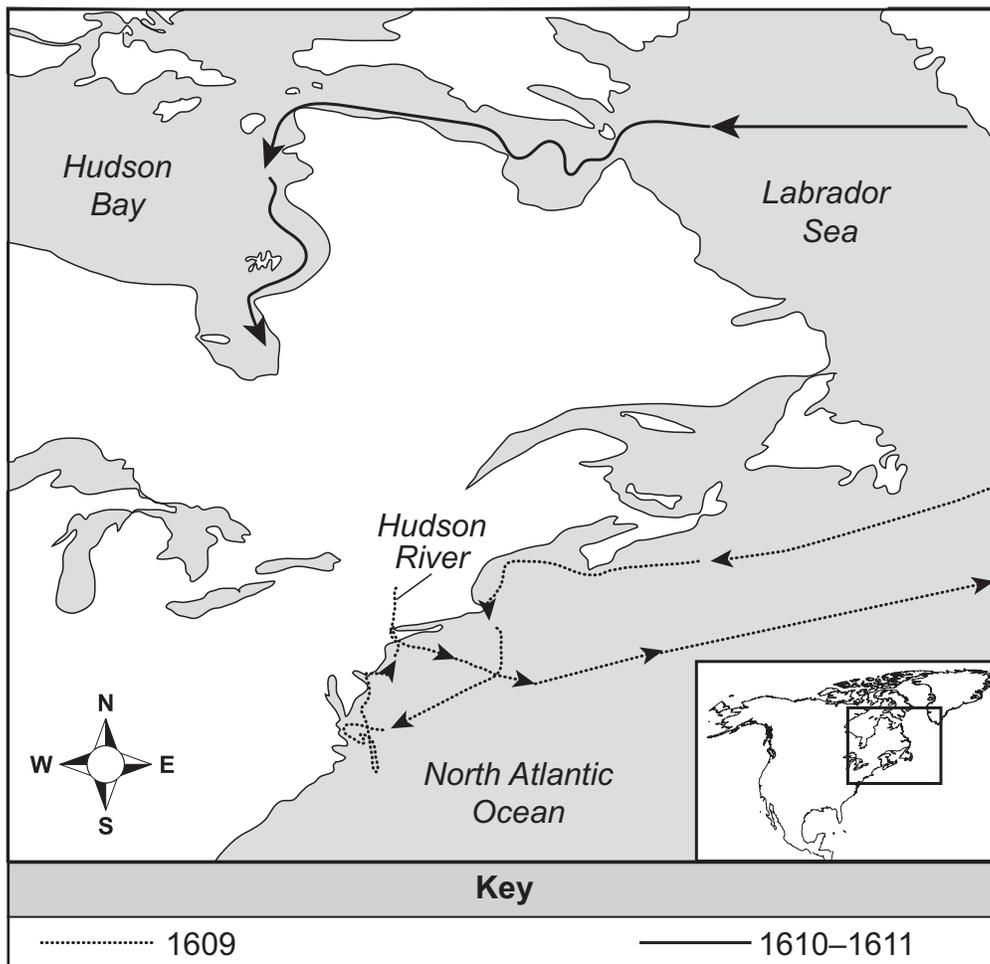
**GO ON TO NEXT PAGE**

Read and study the sources about the explorations of Henry Hudson. Then use the three sources and your knowledge of social studies to answer questions 11–15.

Source 1

Voyages of Henry Hudson (1609–1611)

Henry Hudson was an English explorer sent to North America in 1609 by Dutch traders to find a northwest passage to China. He failed at that, but succeeded at finding and claiming new areas for Dutch colonization. He returned the following year, paid by English investors.



**Source 2****Adapted from a Contract between the Dutch East India Company  
and Henry Hudson (1609)**

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

The directors shall supply a small ship and provide men, supplies, and other necessities<sup>1</sup>. Hudson shall sail to search for the Northwest Passage. He shall gain as much knowledge of the lands as can be done without much loss of time. If possible, he shall return immediately to make a complete report of his voyage to the directors. He will deliver his journals, log books, and charts, together with a report of everything that happens to him during the voyage.

<sup>1</sup>**necessities**: things that are needed

**Source 3****Henry Hudson Meeting Native Americans in New York (1609)**

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



Source 3: Everett Collection Historical/Alamy.

**GO ON ►**

11. Based on Source 1 and Source 2, what is the **most likely** reason Henry Hudson was looking for a water route to the northwestern part of North America?
- (A) He was looking for a faster way to get to Asia.
  - (B) He was looking for new sources of raw materials.
  - (C) He wanted to establish a new colony in Asia.
  - (D) He wanted to discover a new continent.
12. Based on Source 3, which statement **best** describes how Henry Hudson affected European settlement in the Americas?
- (A) His explorations allowed the Dutch to settle most of the land in the Americas.
  - (B) His conflicts with Native Americans created problems for Dutch settlers in the Americas.
  - (C) His failure to find good land for farming made Dutch settlers lose interest in the Americas and return to Europe.
  - (D) His discoveries allowed the Dutch to settle in the Americas and earn profits through trade.
13. Based on Source 1 and Source 2, what did the directors of the Dutch East India Company **mainly** hope to gain from Hudson's exploration?
- (A) They hoped to establish a new settlement for access to raw materials.
  - (B) They hoped to increase profits by finding an easier way to ship goods.
  - (C) They hoped to become trading partners with Native Americans.
  - (D) They hoped to learn about other cultures and economies.

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

- Ⓐ The company could face conflicts between explorers in the same region.
- Ⓑ The company could lose future business if the explorers got lost.
- Ⓒ The company could lose large amounts of money if the explorers failed.
- Ⓓ The company could get blamed for the behavior of the explorers they hired.

15. Describe **two** different ways that explorers like Henry Hudson encouraged Europeans to immigrate to the New World.

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16. Use the list and your knowledge of social studies to answer the question.

**Key Amendments to the U.S. Constitution**

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

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

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

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

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

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

- (A) to expand the rights of citizens
- (B) to ensure that all citizens vote
- (C) to identify which citizens can hold office
- (D) to define the responsibilities of citizens

17. Use the map and your knowledge of social studies to answer the question.

### Canals and Railroads of the United States, 1830

This is one of the earliest general maps of the eastern United States showing railroads and canals in operation. The map also includes rail lines that had not been built yet.



Which statement **best** describes why the railroads and canals shown on the map were built?

- (A) People wanted easier ways to find natural resources.
- (B) People needed to find faster ways to produce goods.
- (C) People wanted faster ways to communicate across the country.
- (D) People needed easier ways to travel and transport goods.

**GO ON ►**

18. Use the list and your knowledge of social studies to answer the question.

**Questions from U.S. Citizenship Test**

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

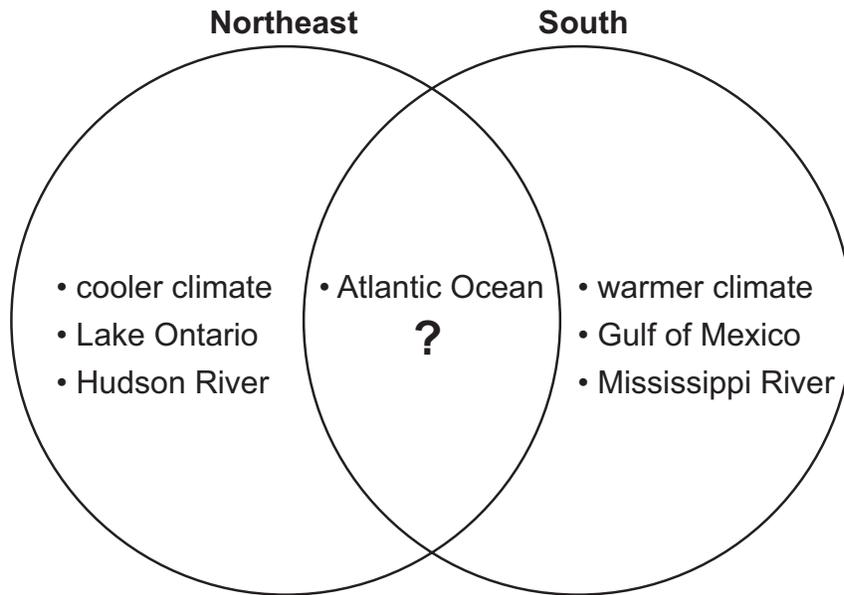
- What is the highest law of the land?
- What is an amendment?
- How many U.S. senators are there?
- Who is the commander in chief of the military?
- How many justices are on the Supreme Court?

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

- Ⓐ The person is likely to adjust easily to life in a new country.
  - Ⓑ The person has completed all of the forms necessary for citizenship.
  - Ⓒ The person knows basic facts about U.S. government and history.
  - Ⓓ The person will be able to get a job to support his or her family.
19. Which statement about immigration to the United States is the **best** example of the concept of the “melting pot”?
- Ⓐ A family from Sweden moves to the United States, studies English, and adopts some U.S. customs.
  - Ⓑ A young man from China moves to the United States, lives with relatives in a Chinese neighborhood, and speaks Chinese.
  - Ⓒ A couple from Italy moves to the United States, speaks Italian, and practices Italian traditions.
  - Ⓓ A woman from Russia moves to the United States, opens a restaurant for Russian immigrants, and serves Russian food.

20. Use the Venn diagram and your knowledge of social studies to answer the question.

Physical Characteristics of U.S. Regions



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

- (A) Grand Canyon
- (B) Everglades
- (C) Great Basin
- (D) Appalachian Mountains

21. Use the text and your knowledge of social studies to answer the question.

**Making a Decision about Money**

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

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

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

- Ⓐ Gabriel’s idea, because all of the children would enjoy watching the television
- Ⓑ Sofia’s idea, because the bicycle would allow her to earn extra money
- Ⓒ Isabella’s idea, because the family would go to the amusement park
- Ⓓ Tomás’s idea, because a cell phone would help him stay in contact with the family

22. Use the quotation and your knowledge of social studies to answer the question.

**The Declaration of Independence (1776)**

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

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

- Ⓐ They believed that people who were happy would follow orders.
- Ⓑ They disagreed with the idea that a king should rule over all people.
- Ⓒ They believed that all people should have the same rights regardless of their race.
- Ⓓ They disagreed with the idea that people should make their own laws.





You have come to the end of Session 1 of the test.

- Review your answers from Session 1 only.
- Then, close your test booklet and sit quietly or read silently.



**NO TEST MATERIALS**

# Session 2 Directions

**Directions:**

Today, you will take Session 2 of the Grade 4 Social Studies Practice Test.

Read each source and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any stray pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely. You may look back at the sources when needed.

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**GO ON ►**

## Social Studies

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Read and study the sources about the rights and responsibilities of citizenship. Then use the three sources and your knowledge of social studies to answer questions 23–28.

### Source 1

#### Ruby Bridges

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



## Source 2

## Some Ways to Be a Good Citizen



## Source 3

## Thomas Jefferson on Citizenship (1792)

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

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

Source 1: SiliconValleyStock/Alamy.

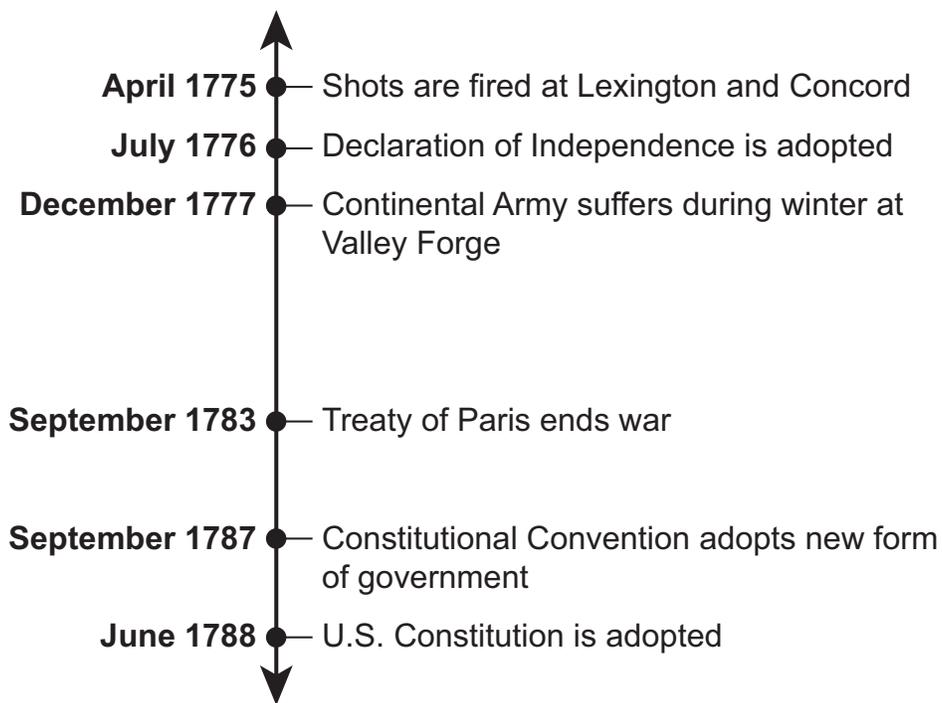
23. Based on Source 1, which right did Ruby Bridges exercise in 1960?
- Ⓐ the right to worship freely
  - Ⓑ the right to run for public office
  - Ⓒ the right to equal treatment
  - Ⓓ the right to a fair trial by jury
24. Based on Source 2, which statement describes a responsibility of citizenship?
- Ⓐ Citizens should learn about current events and political issues.
  - Ⓑ Citizens should take important issues to the Supreme Court.
  - Ⓒ Citizens should ignore the opinions of people they disagree with.
  - Ⓓ Citizens should vote for the candidate who is most likely to win.
25. Using Source 2 and Source 3, which statements **best** describe qualities of good citizens?  
Select the **two** correct answers.
- Ⓐ They go to college.
  - Ⓑ They use their talents.
  - Ⓒ They spend money.
  - Ⓓ They vote in elections.
  - Ⓔ They volunteer their time.
  - Ⓕ They study history.

26. Which statement **best** describes how good citizens contribute to the democratic process in the United States?
- (A) Good citizens care for the environment.
  - (B) Good citizens write to their senators to express opinions.
  - (C) Good citizens create parks in neighborhoods.
  - (D) Good citizens make new laws to benefit themselves.
27. Which activity **best** describes an individual citizen helping to solve a current problem?
- (A) Brianna learns about how people of her community are working to clean up litter at local parks.
  - (B) Richard writes a report for the local newspaper, describing an important event in state history.
  - (C) Michael speaks to the city council, asking them to put a stop sign at a dangerous intersection.
  - (D) Gabriela visits the mayor of her town and then tells her classmates about the experience.
28. Based on Source 1 and Source 3, which statement **best** describes how Ruby Bridges fulfilled Thomas Jefferson's idea of being personally responsible to society?
- (A) She attended school when no one else wanted to.
  - (B) She followed new laws as soon as they were made.
  - (C) She took a courageous stand on an important issue.
  - (D) She changed what students learned about in school.

Read and study the sources about the American Revolution and the Constitution. As you read the four sources, think about how the government created by the Founding Fathers fixed the problems they had with the British government. After you read the sources, answer questions 29–33.

Source 1

Creation of the United States of America



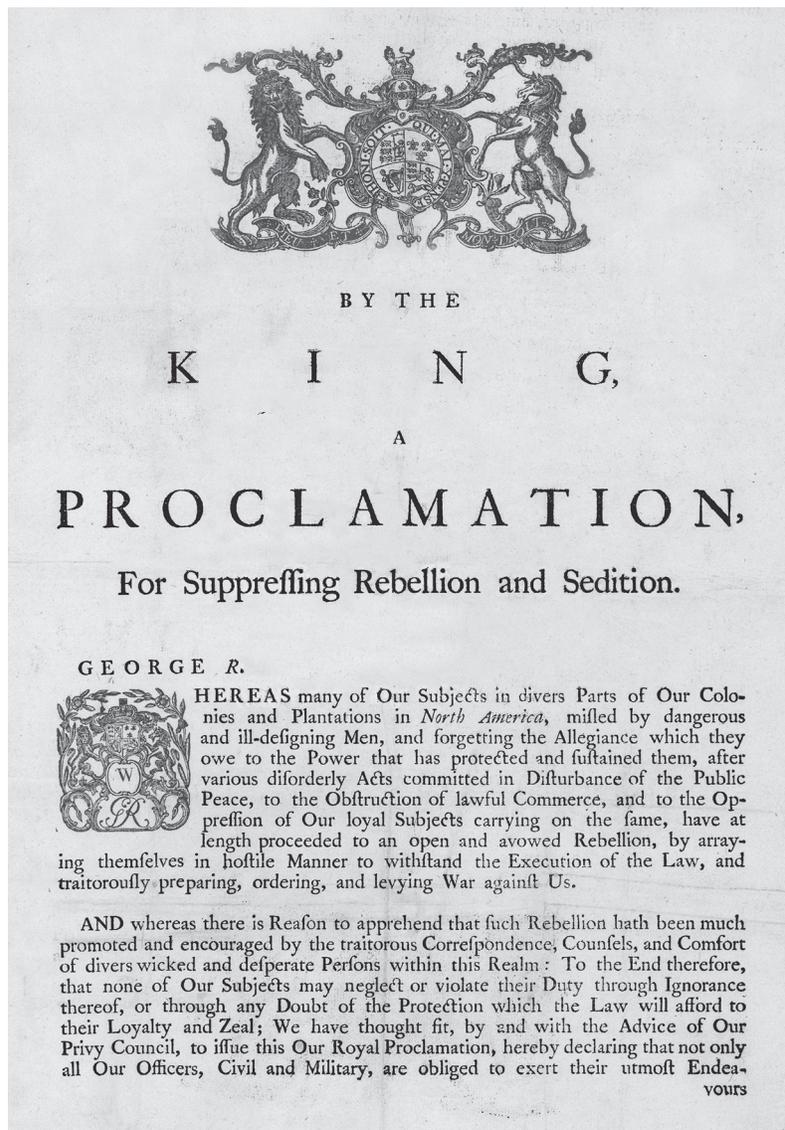
Session 2

## Source 2

Proclamation for Suppressing Rebellion and Sedition<sup>1</sup> (1775)

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

<sup>1</sup>**rebellion and sedition:** actions or speech urging people to refuse to obey the government



Source 3

**Signing of the U.S. Constitution, 1787**

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



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Source 4

**Preamble to the U.S. Constitution (1787)**

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility<sup>1</sup>, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity<sup>2</sup>, do ordain and establish this Constitution for the United States of America.

<sup>1</sup>**tranquility**: peace

<sup>2</sup>**posterity**: future generations

29. Which event from Source 1 convinced King George III to issue the proclamation shown in Source 2?
- Ⓐ “Shots are fired at Lexington and Concord”
  - Ⓑ “Declaration of Independence is adopted”
  - Ⓒ “Treaty of Paris ends war”
  - Ⓓ “U.S. Constitution is adopted”
30. Which statement describes how Britain’s policies on the colonies, such as the Navigation Acts and the Molasses Act, led to the proclamation in Source 2?
- Ⓐ Colonists understood that the acts were created in their best economic interest and supported the king.
  - Ⓑ Colonists felt that the acts were imposed without representation and began to argue against them.
  - Ⓒ Colonists believed that the acts limited their ability to trade with Native Americans.
  - Ⓓ Colonists hoped that the acts would open trading opportunities with France and other nations.
31. How does Source 3 **best** show the form of government that the United States adopted with its Constitution?
- Ⓐ It shows the flags of the different colonies.
  - Ⓑ It shows people electing a king.
  - Ⓒ It shows the beginnings of a political party.
  - Ⓓ It shows representatives working for the people.

32. Which statement **best** explains the importance of the phrase “We the people” in Source 4?
- Ⓐ The phrase shows that the people, instead of politicians, could make laws for the country.
  - Ⓑ The phrase shows that people from other countries could be prevented from working in government.
  - Ⓒ The phrase shows that the people, instead of a king, would rule the new country.
  - Ⓓ The phrase shows that people would have less authority than the government.

**GO ON TO NEXT PAGE**







You have come to the end of Session 2 of the test.

- Review your answers from Session 2 only.
- Then, close your test booklet and sit quietly or read silently.





**NO TEST MATERIALS**

# Session 3 Directions

**Directions:**

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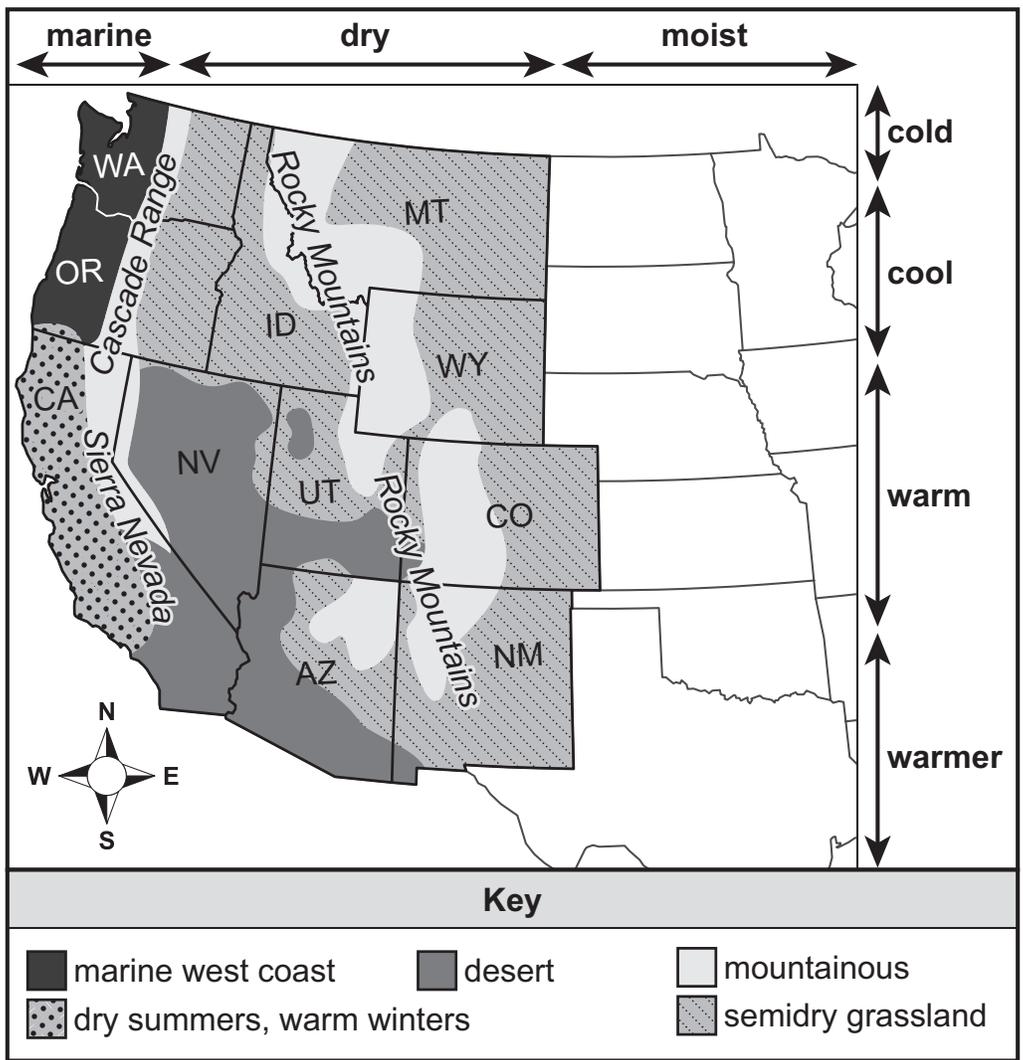
**GO ON ►**

**Social Studies**

Read and study the sources about the western United States. Then use the four sources and your knowledge of social studies to answer questions 34–39.

**Source 1**

**Climate Zones of the Western United States**



## Source 2

**Adapted from *Our Story****by Levi Strauss & Co.*

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

Levi Strauss worked with a clothing tailor named Jacob Davis. One day someone asked Jacob to make a pair of pants for workers that wouldn't fall apart. Jacob tried to think of a way to make his pants stronger. He came up with the idea to put metal rivets<sup>1</sup> on the pants. These pants were an instant hit. Today, these denim<sup>2</sup> pants are called "jeans."

<sup>1</sup>**rivets**: short metal pins used to hold seams of clothing together

<sup>2</sup>**denim**: a sturdy cotton fabric

**Source 3**

**Trans-Alaska Pipeline**

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



## Source 4

## Container Ship in Seattle, Washington

Seattle, Washington, has a large port built in a natural harbor off the Pacific Ocean. Container ships transport large boxes, or containers, that hold goods. These large container ships take their cargo to and from ports all over the world.



Source 2: *Our Story*. Copyright © 2016 LS&CO. Reprinted by permission of Levi Strauss & Co. (San Francisco).

Source 4: *Journal of Commerce*.

34. Using Source 1, which state has the **best** weather for growing citrus crops?
- (A) Idaho
  - (B) California
  - (C) Montana
  - (D) Utah
35. Using Source 1, which statement **best** explains why Nevada has fewer people than the California coast?
- (A) Nevada is too rainy.
  - (B) Nevada is mostly desert.
  - (C) Nevada has too few mountains.
  - (D) Nevada has only one climate zone.
36. Based on Source 2, how did Levi Strauss use natural resources to produce goods?
- Select the **two** correct answers.
- (A) He used lumber to make packages for his clothing.
  - (B) He used copper to make dyes to color his clothing.
  - (C) He used fabric made from cotton for his clothing.
  - (D) He used oil to run the trains that delivered his clothing.
  - (E) He used metal to make rivets to strengthen his clothing.
  - (F) He used beaver fur to line the pockets of his clothing.

37. Which statement **best** describes how a natural resource is used to provide the transportation services shown in Source 4?
- Ⓐ Land is used to grow food for the people who move goods.
  - Ⓑ Lumber is used to make paper for the trader who moves goods.
  - Ⓒ Water is used to provide the power that moves goods.
  - Ⓓ Metal is used to build the devices that move goods.
38. Based on Source 4, which physical feature makes Seattle important to world trade?
- Ⓐ a deep natural harbor for large ships
  - Ⓑ a supply of metal to make containers
  - Ⓒ a large supply of fish and seafood
  - Ⓓ a river that has large natural levees
39. Which statement **best** describes how the geography of the West affected its early settlement and economic development?
- Ⓐ The dry, arid air made establishing farms difficult, so settlers focused on manufacturing in Nevada deserts.
  - Ⓑ The fertile soil allowed settlers to establish large homesteads and turn the West into the nation's breadbasket.
  - Ⓒ The large ocean allowed settlers to earn a prosperous living by fishing off the coast of California.
  - Ⓓ The mountains and deserts made it difficult for early settlers to reach the West as they moved to find gold and other natural resources.

Read and study the sources about the iron and steel industry. Then use the three sources and your knowledge of social studies to answer questions 40–44.

### Source 1

Adapted from *William Kelly*

by Arshad Mahmud

*Inventor William Kelly (1811–1888) developed a process that made steel stronger and cheaper. Steel became the most important construction material of the Industrial Revolution.*

Kelly succeeded in producing iron and steel with his newly developed process. The quality of the steel was still largely uncertain. He did not patent<sup>1</sup> the process immediately, but continued working on it.

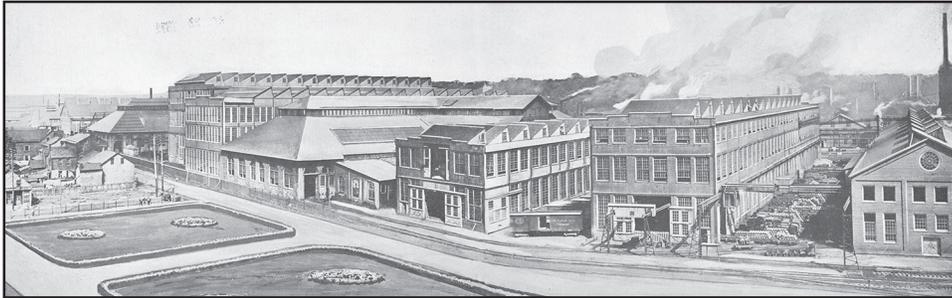
In 1856, Henry Bessemer patented a similar process and was applying for a patent in the United States. Bessemer was trying to make stronger steel and had proved his method a success. In 1857, Kelly was also granted a patent for his process.

<sup>1</sup>**patent:** apply for an official government document giving an inventor the right to make, use, or sell an invention

## Source 2

**Bethlehem Steel Works, Pennsylvania (1912)**

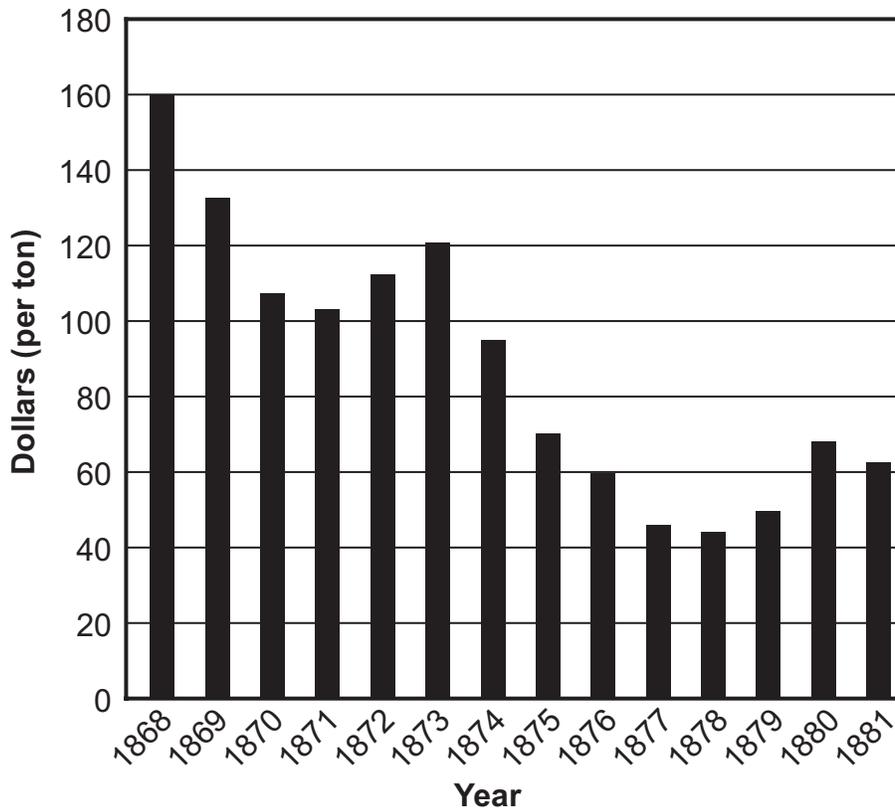
Bethlehem Steel was an iron company established in 1857. It became the second largest steel producer in the United States. Steel from the Bethlehem mills was used to build ships and skyscrapers. Steel mills were located near waterways and railroad lines. This made it easier to transport natural resources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



Source 3

U.S. Steel Production, 1868–1881

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



Source 1: *William Kelly* by Arshad Mahmud. Copyright © 2012 The American Society of Mechanical Engineers. Reprinted courtesy of ASME.

40. Which statement explains the **most likely** reason that the steel company built its plant in Bethlehem, Pennsylvania, as shown in Source 2?
- Ⓐ Bethlehem was a small town with no competing industries.
  - Ⓑ Bethlehem was close enough to access the necessary raw materials.
  - Ⓒ Bethlehem had a large population of people looking for work.
  - Ⓓ Bethlehem had lower wages than other similarly sized cities.
41. Using Source 1 and Source 3, which statement **best** explains how Kelly's and Bessemer's improvements in iron production also helped other industries?
- Ⓐ The falling price of steel rails allowed railroad companies to expand.
  - Ⓑ The new process made it necessary to build additional worker housing.
  - Ⓒ The new process required more workers to mine raw materials.
  - Ⓓ The falling price of steel led to the creation of labor unions.
42. Using the sources, how did the changes in steel production affect the lives of average people?
- Select the **two** correct answers.
- Ⓐ Transportation costs increased.
  - Ⓑ Workers had more free time.
  - Ⓒ People traveled by train to more places.
  - Ⓓ Land became more valuable.
  - Ⓔ Construction jobs increased.
  - Ⓕ Pollution from factories decreased.

43. How did improvements in steel production affect the price of steel rails, as shown in Source 3?
- Ⓐ New technologies made steel rails stronger while increasing their cost.
  - Ⓑ New technologies decreased the demand for workers, which decreased the cost of steel rails.
  - Ⓒ New technologies decreased the amount of iron on the market, which increased the cost of steel rails.
  - Ⓓ New technologies allowed workers to produce steel rails at a lower cost.

44. Describe **one** way that improvements in steel production affected human resources and **one** way that improvements in steel production affected natural resources.

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45. Use the picture and your knowledge of social studies to answer the question.

***Betsy Ross (1777)***

*by J. L. G. Ferris*

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

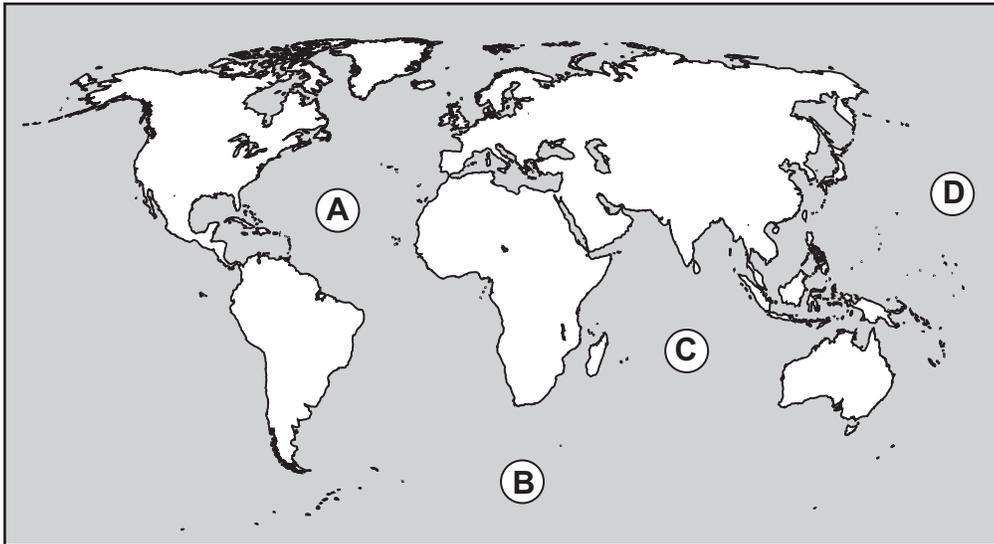


Which statement **best** describes the significance of the changes in the United States flag?

- (A) Colors have been changed to match the Great Seal of the United States.
- (B) Stars have been added as states have been admitted into the Union.
- (C) Stripes have been added as the Constitution has been amended.
- (D) The size has been changed as the population of the United States has grown.

46. Use the map and your knowledge of social studies to answer the question.

Oceans of the World



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

- Ⓐ letter A
- Ⓑ letter B
- Ⓒ letter C
- Ⓓ letter D

47. Use the map and your knowledge of social studies to answer the question.

The Oregon Trail



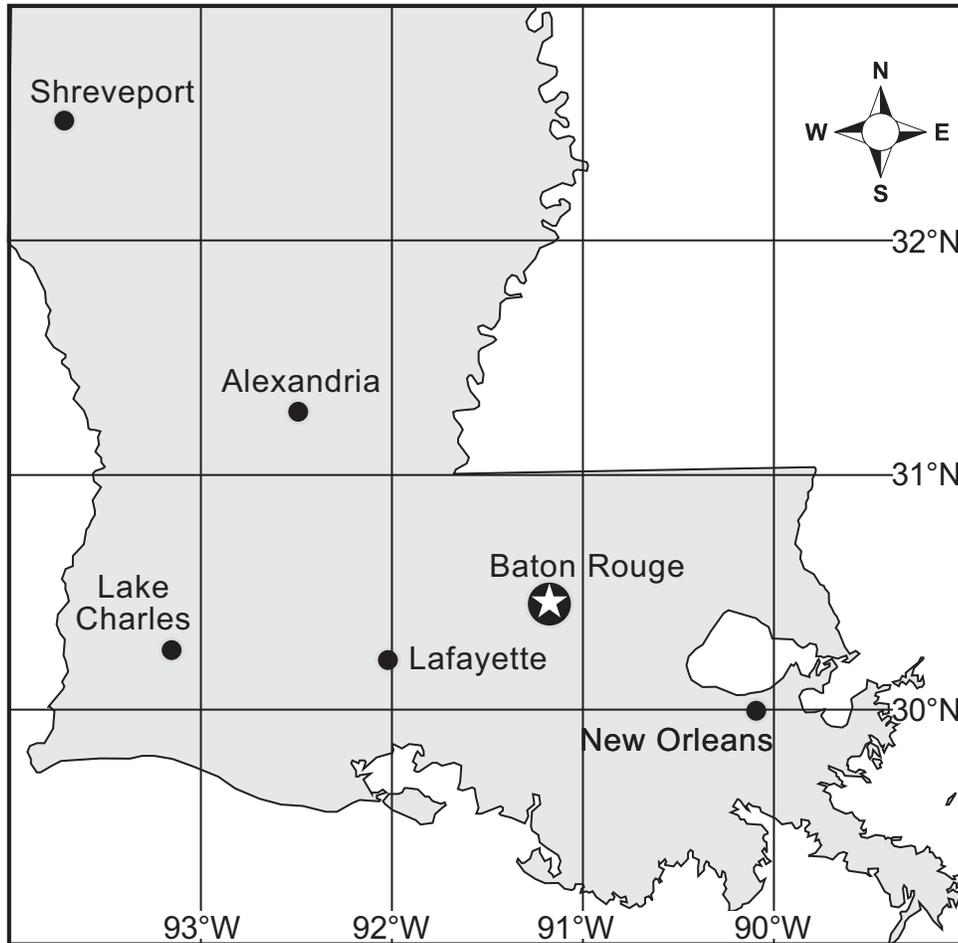
Which geographic feature made the journey on the Oregon Trail difficult for settlers?

- (A) Rocky Mountains
- (B) Niagara Falls
- (C) Mississippi River
- (D) Death Valley

48. Use the map and your knowledge of social studies to answer the question.

**Latitude and Longitude in Louisiana**

The map shows latitude and longitude lines in Louisiana.



Which city in Louisiana is located closest to 30°N and 93°W?

- (A) Lafayette
- (B) New Orleans
- (C) Lake Charles
- (D) Baton Rouge





You have come to the end of Session 3 of the test.

- Review your answers from Session 3 only.
- Then, close your test booklet and sit quietly or read silently.





## STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION TEST SECURITY POLICY<sup>1</sup>

The State Board of Elementary and Secondary Education approved a Test Security Policy on December 10, 1998. This has been periodically revised.

The Board of Elementary and Secondary Education holds the test security policy to be of utmost importance and deems any violation of test security to be serious.

The State Superintendent of Education may disallow test results that may have been achieved in a manner that is in violation of test security.

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<sup>1</sup> Excerpts from *Bulletin 118*

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