

# Social Studies Spiral Review



5th grade  
Teacher Copy

Columbus City Schools  
Department of Curriculum Leadership & Development



# SUGGESTIONS for USING THE SPIRAL REVIEW

**PURPOSE** – To review for the Ohio Achievement Test in Social Studies, have students write and share their thinking and extend and connect Social Studies concepts.

**DESIGN** – The questions were carefully designed for a review that includes all of the Social Studies academic content standards and benchmarks. Around half of the questions address fifth grade content and half address fourth grade content. Here is a layout of the concepts and skills reviewed:

- Visual aids: Rotate between primary sources, diagrams, reading passages, maps, time lines, and graphs. Most questions for the week fit a theme that centers around the visual aid.
- Content:
  - Monday, odd weeks – History (U.S. focus)
  - Monday, even weeks – History (Ohio focus)
  - Tuesday, odd weeks – People in Societies
  - Tuesday, even weeks – Economics
  - Wednesday, odd weeks – Social Studies Skills & Methods
  - Wednesday, even weeks – Citizenship Rights and Responsibilities
  - Thursday, odd weeks – Geography
  - Thursday, even weeks – Geography
  - Friday, odd weeks – Government
  - Friday, even weeks – Government

**TIME** – Since most of the questions are similar to the 2-point Short Answer questions on the Ohio Achievement Test, five minutes to work on the answer should be enough. Students can then share their responses and have discussion for another five minutes. There are also 1-point Multiple Choice questions. To get more from those questions, students can justify their choices in their student answer booklets. There is an occasional 4-point Extended Response question that may require more time. The questions on Mondays may require more time since there is a new graphic to be considered. There are enough questions to complete one per day for the twelve weeks before the OAT.

**SHARED THINKING** – A valuable part of this review is in the shared student thinking. There are eight “protocols” that are highlighted on the next page that will help students to share and extend their thinking. Of course, any other methods of sharing student thinking that meet the same ends are good to use.

**EXTENDING THE THINKING** – It will be beneficial to go beyond the question as students talk about their answers. For example, if the question was about Chinese immigrants, feel free to incorporate some discussion about immigrants from Europe, Africa and other places. If the question is about the U.S. Constitution, ask students to connect what they know to the Ohio Constitution. If the question is a general economics questions, feel free to tie it in to the economy of Ohio specifically.

**CONCEPTS THAT ARE NEW** – Some concepts are not truly review since they are to be taught as part of the curriculum later in the quarter or year. When you come across a concept or skill that you have not yet taught, this can be a preview of what is to come and can be connected to skills already taught.

# PROTOCOLS for SHARED STUDENT THINKING

## **BALL TOSS**

Use a small, soft ball that is easy to toss and catch. Pose a question to the class. Toss the ball to a student for a response. After the response, that student poses a question and tosses the ball to another student. This repeats at the teacher's discretion.

## **FOUR CORNERS**

Whether the work has more than one answer or not, the teacher could create a bank of four answers (with at least one being correct) and students go to a certain corner in the room based on what they believe is the correct answer. Students try to justify why they chose the corner they chose and try to convince classmates to join their corner.

## **GRAFFITI WALL**

A graffiti wall can be created on large chart paper, a bulletin board, or on large white board. Students are given colorful markers and creatively design a Graffiti Wall of things they know about a specific topic of study. Students are then encouraged to add to the wall throughout the unit as they gain new knowledge. This is a colorful way to display what they know and what they have learned.

## **LAST WORD**

Last Word (Harste, Short, and Burke, 1996, Vaughan and Estes, 1986) is a strategy useful in all content areas. Working in small groups or pairs, the first person has the opportunity to share at least one item they have written, highlighted or marked with a Post-It. Moving around in a circle, each member of the group comments on what the first person has shared. Once each person in the group has commented, the first person gets the "last word" to respond to comments and share why s/he shared what they did.

### **MIX-FREEZE-PAIR**

Students slowly move about the classroom. The teacher calls, "Freeze" and instructs them to pair with the person closest to them. Students may ask a question of each other and then answer. The teacher may call out or display a question on the overhead or board to be answered and discussed. Once the question has been answered, the teacher instructs students to begin moving around and the process begins again.

### **ONE OR TWO**

Students are given a number – one or two. Students take their work and the teacher calls one or two. The ones explain a piece of their work (i.e. as identified by the teacher, prearranged set of key points to be discussed) and the twos clarify or restate. This process can be alternated so the twos explain and the ones clarify.

### **THE TOP 10 LIST**

Have students create a top ten list of key concepts, ideas, or strategies they learned from the assignment or a series of assignments. This could also be used as a review for a unit. All the responses from the students or teams of students are shared with everyone. This can be modified to be a Top \_\_ List with any number of ideas on the list.

### **THINK-PAIR-SHARE**

Think-Pair-Share (Lyman, 1981) is a strategy useful in all content areas. The teacher poses a challenging or open-ended question and gives students a short time (30 sec) to think about the question and/or jot down thoughts. Students then pair with a collaborative group partner or neighbor to discuss their ideas about the question for a few minutes. After a few minutes, the teacher can ask students to share their collective response.

### **WE WONDER**

Get a partner and discuss your work. Write something you wonder about or you still have questions about. This would be helpful with open-ended assignments or those that are particularly difficult. Students will write what they wonder about or questions they have on Post-It notes and put them on the bulletin board. These Post-It notes are used by the teacher to help shape a classroom or a reteaching activity.

# Social Studies Spiral Review

Name \_\_\_\_\_

Regional Map of the U.S.



## Monday

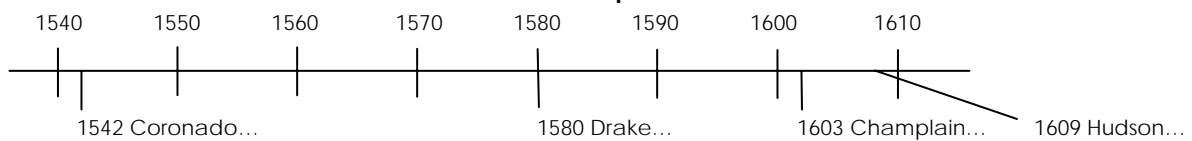
History (U.S.) – Benchmark A

In your **Answer Document**, draw a time line that correctly shows these events:

- 1609 – Hudson explores American northeast for England
- 1580 – Drake claims California for England
- 1603 – Champlain explores St. Lawrence River for France
- 1542 – Coronado explores American southwest for Spain

Be sure that the events are in the correct order and that you label evenly spaced intervals on your time line. (2 points)

Time Line of American Exploration



Grade 5

Week 1

## Tuesday

People in Societies – Benchmark A

In your **Answer Document**, identify how the houses of New England differ from the houses of the American southwest? Give two examples. Give a reason why the house styles are different. (2 points)

\*The houses in the Northeast are wood, have chimneys, slanted roofs, shingles and are simple. Those in the Southwest have arched windows, flat roofs, are made of adobe/mud/stucco and have decorations. The styles are different because they are influenced by the cultures who originally settled the areas, by the materials available for building and by the climate.

## Wednesday

### Resources

A You Tube video called “Let Me Show You My Southwest Culture”

A travel brochure titled Exciting Places to See When You Visit the Southwest

A National Geographic magazine article called “A Close Look at the Southwest”

Skills & Methods – Benchmark A

In your **Answer Document**, identify which resource you would use to find information about the culture of the American southwest. Explain why you chose that resource instead of the other two choices. (2 points)

\*The best resource is the magazine article. The You Tube video is not as credible and travel brochures are persuasive/biased.

## Thursday

Geography – Benchmark A

In your **Answer Document**, identify the two states where the houses on the map are located. (2 points)

\*The two identified states are Arizona and Pennsylvania.

## Friday

Government – Benchmark A

Look at the map of the United States. In your **Answer Document**, identify which region shown on the map has the most United States Senators? Explain how you got your answer. (2 points)

\*The South region has the most Senators because it includes 14 states on this map, which is more than any other region. Since each state gets two Senators, there are 28 Senators from the South. (There are 22 Senators in the West, 24 Senators in the Midwest, 22 Senators in the Northeast and 4 Senators from Hawaii and Alaska, not represented on the map. If students include HI and AK with the West region, the South region still has the most Senators.)

# Social Studies Spiral Review

Name \_\_\_\_\_

## The Ohio Frontier Wars

1783 – The Treaty of Paris ended the American Revolution. The U.S. became independent and owned all land east of the Mississippi River except for Florida. Indians still lived on the Ohio land and England continued trading furs with them.

1791 – In a fight over land, the Indians, led by Little Turtle, defeated Arthur St. Clair's men, making the U.S. Army suffer one of the worst defeats in history.

1793 – Anthony Wayne was sent to negotiate with the Indians. He continued building forts and moved soldiers into Ohio, so the Indians did not trust him. There continued to be fighting between the Indians and settlers.

1794 – The Indians lost the Battle of Fallen Timbers. Even though the Americans saw the English army nearby, the English did not help the Indians in the battle.

1808 – England secretly sent "Indian Agents" into Ohio to plot with Indian leaders. They gave the Indians guns and gunpowder and asked the Indians to keep the settlers from expanding. The English also seized some of America's forts that were used to protect their traders.

1811 – William Henry Harrison defeated the strong Indian alliance led by Tecumseh at the Battle of Tippecanoe. After the battle, he noticed that the Indians were fighting with weapons and bullets provided by England.

1812 - The United States declared war on England, starting the War of 1812.

### Monday

History (Ohio) – Benchmark B

In your **Answer Document**, give two causes that led to the start of the War of 1812. (2 points)

\*The frontier wars in Ohio led to the War of 1812. America wanted to negotiate peace with the Indians, but England was encouraging Indians to attack settlers to keep them contained on their own land. The U.S. army suffered losses of soldiers in many battles and they found that the bullets and gunpowder were supplied by England. England had also interfered with American trade by seizing forts that were used to protect traders and settlers.

Grade 5

Week 2

## **Tuesday**

Economics – Benchmark A

In your **Answer Document**, identify two productive resources that Anthony Wayne might have used to build the forts in Ohio. Explain what a productive resource is. (2 points)

\*Productive resources Anthony Wayne might have used are: wood, nails, saws, hammers, and builders. Productive resources are the natural (wood and nails), capital (saws and hammers) and human (builders) resources needed to make a product.

## **Wednesday**

Citizenship Rights and Responsibilities – Benchmark A

Arthur St. Clair failed in the Ohio Frontier Wars because many of his soldiers deserted his army and fled from Ohio. In your **Answer Document**, identify a way that these soldiers were not being good citizens and explain one way they could have promoted the common good. (2 points)

\*The soldiers were not good citizens because they were not responsible after they signed up for the army and they were not serving the country as they had chosen to do. Good citizens perform voluntary service and participate in their government, so if they want to be better citizens they should have supported the army or participated in their government in another way such as by running for an office.

## **Thursday**

Geography – Benchmark B

Before and during the War of 1812, England seized American forts on Lake Erie. Those forts were used for early fur trading. In your **Answer Document**, identify two trades or industries that are located in the Lake Erie region today. (2 points)

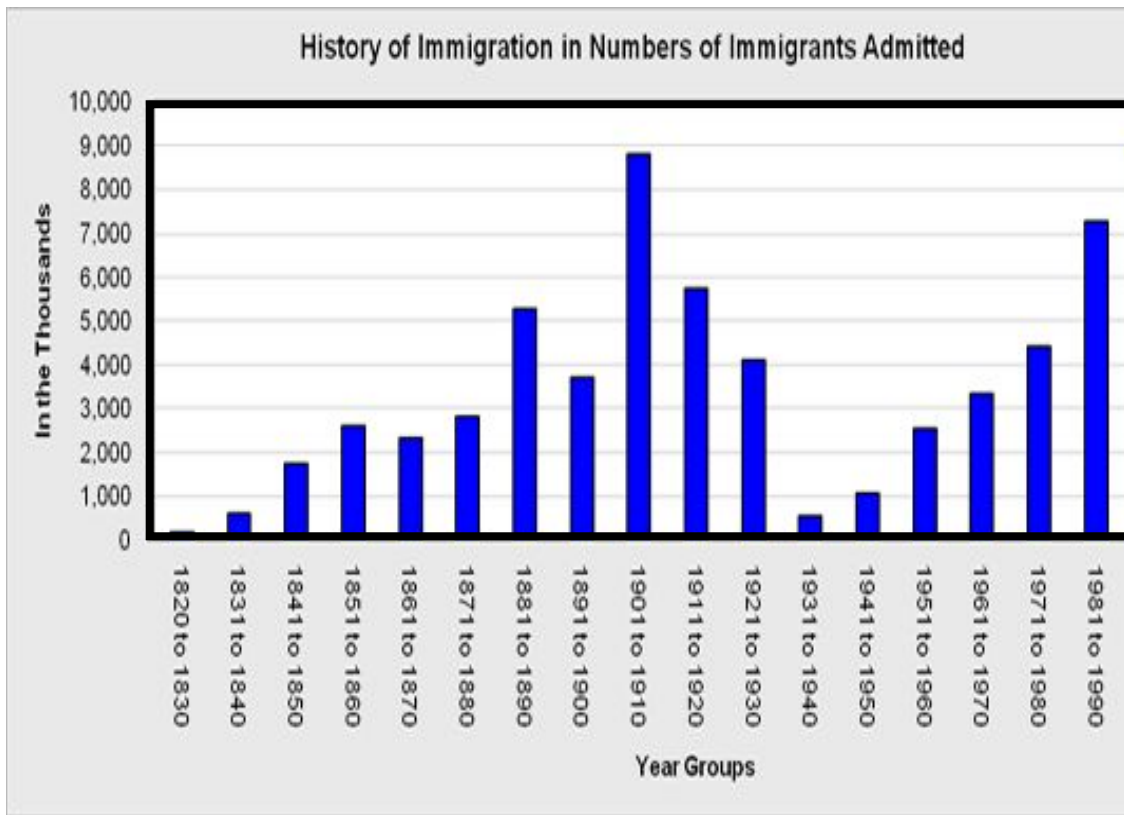
\*The major industries located around Lake Erie are iron/steel manufacturing and salt quarries (Cleveland) and glass-making (Toledo). Other industries include rubber, limestone, tomatoes, maple syrup, Christmas trees and grapes.

## **Friday**

Government – Benchmark B

During the Ohio Frontier Wars, Ohio became a state and the leaders wrote the Ohio Constitution. In your **Answer Document**, explain the purpose of the Ohio Constitution. (2 points)

\*The purpose of the Ohio Constitution was to tell how the state would be organized (township, county, village, city and state government with three branches) and guarantee the individual rights of the people of the state.



## Monday

History (U.S.) – Benchmark C

Look at the bar graph above. It shows the number of U.S. immigrants in each decade. In your **Answer Document**, identify and explain a problem that immigrants experienced in the United States and an example of how the immigrants contributed to the growth of the United States. (4 points)

\*U.S. immigrants faced many problems in the U.S. yet contributed to the growth of the country.

- Immigrants faced prejudice (beaten, killed, charged higher taxes, courts wouldn't hear their lawsuits), couldn't speak English, lived in crowded barrios and tenement buildings, and weren't allowed to apply for some jobs.
- Immigrants worked on building the transcontinental railroad, worked on farms, helped build the Erie Canal, produced goods in factory jobs and opened small businesses.

## **Tuesday**

People in Societies – Benchmark B

The decade from 1901 to 1910 had the most immigrants. In your **Answer Document**, give two countries from which many of these immigrants came. Tell where each of those groups settled. (2 points)

\*From China or Japan to California; from Mexico to the Southwest; from Italy, Greece, France, or other European countries to New York (Note: Students must name the group and the location to which they immigrated to get one point.)

## **Wednesday**

Skills and Methods – Benchmark B

Look at your answer from Monday. In your **Answer Document**, write an inference about what life might have been like in the immigrants' native countries. Give a reason for your inference. (2 points)

\*Life in the immigrants' native countries must have been really bad. Immigrants were killed and beaten and treated with prejudice, yet they and their families remained in the U.S. and worked hard to help the neighborhoods and country grow.

## **Thursday**

Geography – Benchmark C

Mexican immigrants often worked as migrant farmers in the hot, dry southwest of the United States. In your **Answer Document**, name one change that people have made to the environment to make the farming business more productive. Give a negative consequence for that change to the environment. (2 points)

\*Irrigation – Water is brought to the land, but dams have to be built and that destroys habitat. Highway systems – Highways connect all of the states so farm products can be sold all over, but the highways cut through habitats and separate people.

## **Friday**

Government – Benchmark A

In your **Answer Document**, choose one branch of government and explain how it can ensure that citizens of the United States are not treated with prejudice like the immigrants were. (2 points)

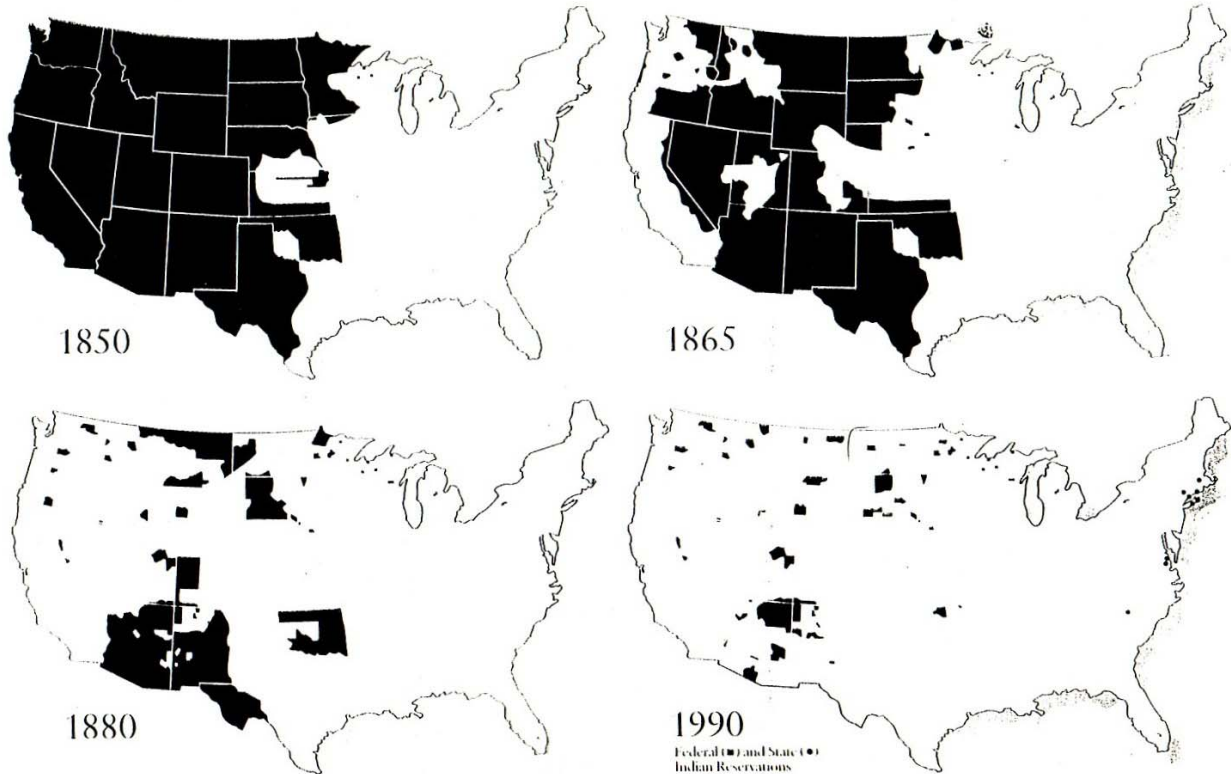
\*The executive branch enforces the laws that are in place. (For example, the Attorney General can prosecute people who don't hire someone because of their race or ethnicity.) The legislative branch can write laws that protect people in new ways. (For example, they can write new laws against hate crimes.) The judicial branch can determine if a group of people needs to be protected by law and can make rulings against people who act with prejudice.

Grade 5

Week 3

# Social Studies Spiral Review

Name \_\_\_\_\_



## Monday

Geography – Benchmark D

Look at the maps shown above. In your **Answer Document**, identify one state that was held by Indians in 1850 and explain one reason why the Indian land changed over the next 140 years. (2 points)

\*The states that were held by the Indians include Washington, Oregon, California, Idaho, Montana, Wyoming, North Dakota, South Dakota, Nebraska, Minnesota, Kansas, Oklahoma, Colorado, Utah, Arizona, New Mexico, and Texas. The land changed over the next 140 years because the settlers fought wars with the Indians, purchased some of the land and moved many of the Indians to reservations.

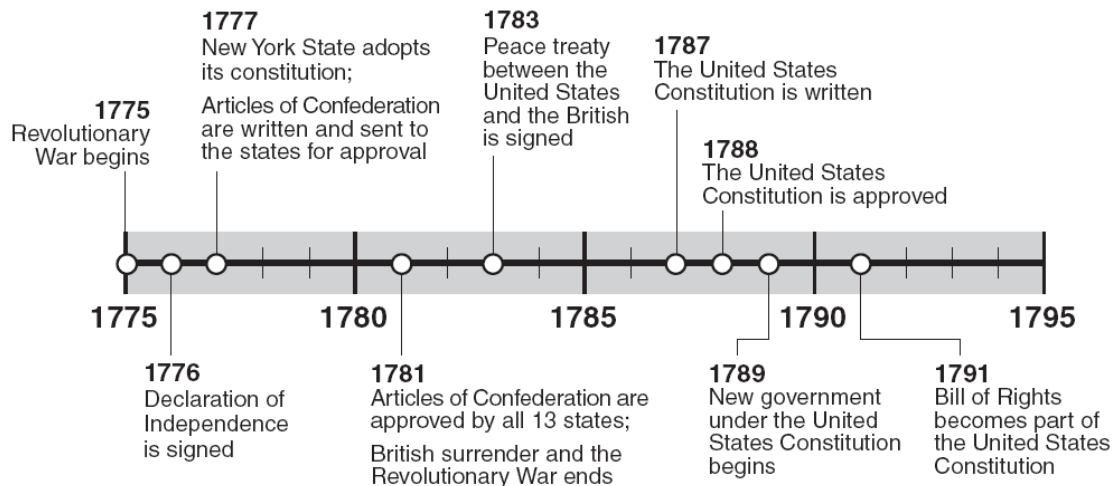
Grade 5

Week 4

<p><b>Tuesday</b></p> <p>Economics – Benchmark B</p> <p>In your <b>Answer Document</b>, explain what specialization and division of labor are when manufacturing a product or providing a service. Identify a product or service that shows specialization and one that shows division of labor. (4 points)</p> <p>*Specialization is when a producer concentrates on a small number of goods or services (less than the number being consumed). Division of labor is the separation of the total amount of work into smaller tasks that are interrelated. A product or service that entrepreneurs specialize in might be a children’s book store (not selling adult books) or a window-washing company (not cleaning the house, just washing the windows). A product or service that uses division of labor might be an automobile assembly line or a spa (where one person does hair, one does massage, etc.)</p>	
<p><b>Wednesday</b></p> <p>Citizenship Rights and Responsibilities – Benchmark B</p> <p>Look at the U.S. maps on the back of this page. As American citizens, Indians became angry that their property and rights were not protected.</p> <p>In your <b>Answer Document</b>, choose one of the freedoms protected by the First Amendment and explain how Indians can use that freedom to protect their own rights. (2 points)</p> <p>*Freedom of Speech, Freedom of the Press or Freedom of Petition and Assembly – The Indians can speak against their government, publish in newspapers and have rallies, marches and parades to let their government know that they feel like they are treated unequally and to get the government to change.</p>	
<p><b>Thursday</b></p> <p>History (Ohio) – Benchmark B</p> <p>In your <b>Answer Document</b>, explain what happened to the Indians in Ohio after the Treaty of Greenville was signed. Give two effects of the treaty. (2 points)</p> <p>*The treaty forced the Indians to live in the northwest part of Ohio. It also brought a temporary end to the Indian wars in Ohio. The frontier remained quiet for many years.</p>	
<p><b>Friday</b></p> <p>Government – Benchmark B</p> <p>Read this section from the Declaration of Independence.</p> <p>“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.”</p> <p>Identify and explain two ways that this section of the Declaration of Independence relates to yourself. (2 points)</p> <p>*Answers will vary, but students should write about being created equal or their rights to life, liberty and the pursuit of happiness.</p>	



## Time line of United States Independence



### Monday

History (U.S.) – Benchmark A

In your **Answer Document**, identify when the Revolutionary War began and ended. Explain why the Articles of Confederation were approved in the same year that the war ended. (2 points)

\*The Revolutionary War began in 1775 and ended in 1781. The Articles of Confederation were approved in the same year because the new American states needed to have a government since they were free from British rule.

## Tuesday

People in Societies – Benchmark A

In your **Answer Document**, identify two languages that were spoken in America in the colonial days. Explain why one of the languages became the most common or popular one. (2 points)

\*Languages were mostly English, French, and Dutch. English became the most common because most settlers were from Great Britain and the land was claimed by Britain.

## Wednesday

Skills and Methods – Benchmark C

The Constitution requires the government to take a census every ten years to count citizens.

Below is a table that shows the population of the U.S. from 1790 to 1820. In your **Answer Document**, create a line graph to show the population of the U.S. from 1790 to 1820. (4 points)

U.S. Population	
Year	Population
1790	3.9 million
1800	5.3 million
1810	7.2 million
1820	9.6 million

\*A 4-point response will include (1) a title, (2) correct labels on the x- and y-axes (population and year), (3) correct data, and (4) an appropriate scale (0-10 million would be appropriate). For any of the four parts that are missing, subtract one point from the rubric score.

## Thursday



Geography – Benchmark A

Look at the map. In your **Answer Document**, identify the letter that shows where the founders met when debating the Constitution. Name the state where they met. (2 points)

\*The founders met at the location labeled C. The state is Pennsylvania.

## Friday

Government – Benchmark A

In your **Answer Document**, identify the document that ended the Revolutionary War and tell what branch of government has the power to make treaties. (2 points)

\*The Treaty of Paris ended the Revolutionary War and the executive branch makes treaties. (The Senate must confirm treaties.)

# Social Studies Spiral Review

Name \_\_\_\_\_



## Monday

History (Ohio) – Benchmark C

In your **Answer Document**, give two reasons how the Ohio River helped the development of Ohio. (2 point)

\*Acceptable answers include: allowing transportation of goods, allowed access to natural resources for production of goods, easier travel for the settlers, access to port cities like Marietta and Cincinnati.

Grade 5

Week 6

## **Tuesday**

Economics – Benchmark C

The Ohio River and Lake Erie are important trading routes in the Midwest region of the United States.

In your **Answer Document**, identify a resource that is imported into Ohio and a product that is exported from Ohio to another place in the region. (2 points)

\*Imports: coal to produce power, iron ore to make steel, rubber to make tires, sand to make glass, copper and plastics to make car parts, fertilizer for farms; Exports: electric power, steel, glass, tires, cars, farm crops, cleaning products

## **Wednesday**

Citizenship Rights and Responsibilities – Benchmark A

In your **Answer Document**, identify two ways a citizen can perform a voluntary service to keep the Ohio River safe and clean. (2 points)

\*A person could post warning signs for non-swimmers, volunteer as a lifeguard, pass out flyers on river safety, clean up the banks of the river, etc.

## **Thursday**

Geography – Benchmark B

In your **Answer Document**, explain what a flow resource is and explain one way that the flow resources in Ohio are used to benefit the economy of the state. (2 points)

\*Flow resources include wind, water and sunlight. They are neither renewable nor non-renewable. The Ohio River, Lake Erie and other rivers are used to ship goods, for tourism and recreation, and for travel. Wind and sunlight can be used for energy sources in solar panels and wind farms. Wind can also be used for travel.

## **Friday**

Government – Benchmark B

In your **Answer Document**, give two examples of how the U.S. Constitution guarantees the rights of individuals? (2 points)

\*The U.S. Constitution guarantees the rights of individuals through the Bill of Rights (and other amendments). Students can identify any two rights (freedom of speech, press, religion, assembly; right to bear arms; speedy trial; jury trial; etc.)

### Communities Celebrate

The people of the different groups in a community like to celebrate their own holidays. In Vancouver the Chinese people celebrate the Chinese New Year. They hold a parade and set off fireworks. This day most often comes in February.

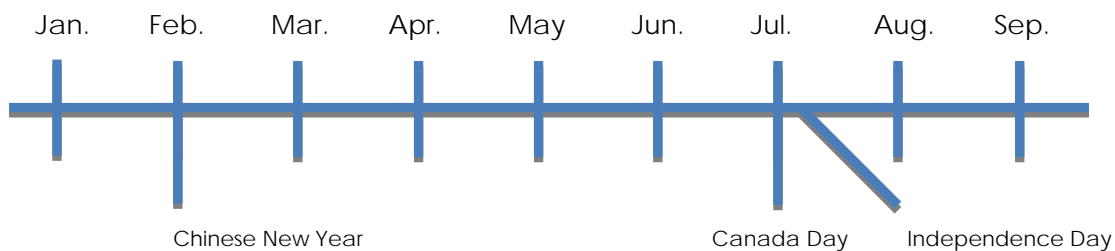
At other times all the people of a community celebrate a holiday together. For example, on July 1 everyone in Vancouver celebrates Canada Day, the country's birthday. This holiday is like the Fourth of July in the United States. Canadians gather to watch parades and fireworks. They listen to speeches and sing their country's special songs. . . .

#### Monday

History (U.S.) – Benchmark A

In your **Answer Document**, create a time line that shows the Chinese New Year, Canada Day and the United States' birthday (Independence Day). Be sure the events are in correct order and that you label evenly spaced intervals on your time line. (2 points)

##### Time Line of Community Celebrations



## **Tuesday**

People in Societies – Benchmark B

In your **Answer Document**, describe one reason why the Chinese immigrated to North America. Describe one problem the Chinese had when they arrived in North America. (2 points)

\*The Chinese immigrated to North America for political freedom, land and better paying jobs. They were discriminated against in many ways (beaten, killed, not treated fairly in court, not allowed in certain places) often lived in crowded and unclean places and didn't speak English well enough to communicate.

## **Wednesday**

Skills and Methods – Benchmark D

Many citizens of the United States feared that the immigrants would take their good jobs. As a solution to the problem, the government stopped all immigration from China.

In your **Answer Document**, evaluate whether this was a good or a bad solution to the problem. Give one reason for your choice. (2 points)

\*Answers will vary. Students should back up their response with economic reasons (the Chinese immigrants did important work in our country like building railroads), cultural reasons (the immigrants brought customs and products that made our country more diverse), or citizenship reasons (our country is a place where people come to be free and participate in society).

## **Thursday**

Geography – Benchmark C

In your **Answer Document**, identify two activities that people of North America do based on their physical environment. (2 points)

\*North Americans do a variety of activities based on the physical environment. Those who live on the coast go boating, swimming and surfing and can work in industries that require water (like fishing and ship-building). People in areas with fertile land can be farmers. People who live in mountains or forests can ski, work in tourism and hunt. There are many acceptable answers but they should connect to physical features of the environment.

## **Friday**

Government – Benchmark A

In your **Answer Document**, identify and explain one right from the U.S. Constitution that allows people to celebrate holidays. (2 points)

\*Freedom of religion – Citizens can celebrate religious holidays like Passover, Eid and Easter.  
Freedom of assembly – Citizens can gather in public places to celebrate with parades, marches and meetings.

# Social Studies Spiral Review

Name \_\_\_\_\_



## Monday

History (Ohio) – Benchmark B

In your **Answer Document**, describe the lives of the Hopewell in Ohio. Give two examples. (2 points)

\*The Hopewell lived in Ohio about 1500 to 2100 years ago. They settled in the Scioto River Valley. A few settled in the valleys of the Miami and Muskingum Rivers. They built mounds or earthworks. They lived in small villages and were farmers.

Grade 5

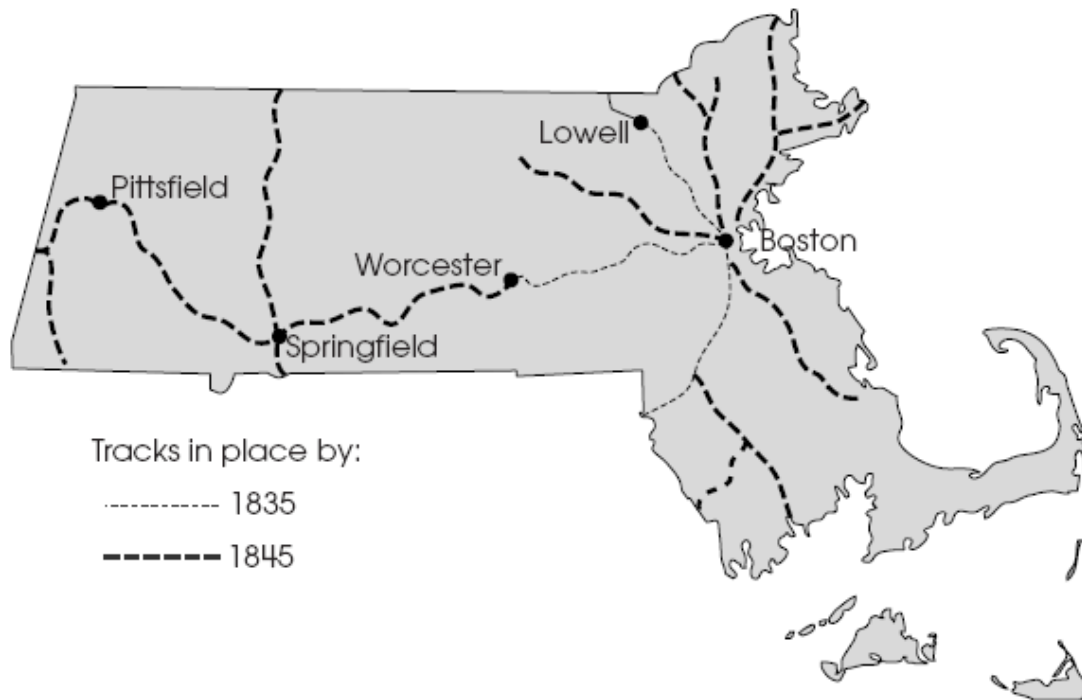
Week 8

<p><b>Tuesday</b></p> <p>Economics – Benchmark A</p> <p>Look at the picture of the artifact on the back of this paper. The Hopewell Indians were traders and traveled hundreds of miles to trade goods like this artifact.</p> <p>In your <b>Answer Document</b>, identify and explain one allocation method that the Hopewell might have used to trade a scarce good like the artifact shown. (2 points)</p> <p>*The allocation methods in the standard are price, command, first-come-first served, sharing equally, rationing and lottery. Accept any plausible example of how the Hopewell might have allocated the good. (Example: If the Hopewell Indian only had one product left to see, he or she might set a high <u>price</u> to sell the good or race to it to see who is <u>first-come-first-served</u>.)</p>
<p><b>Wednesday</b></p> <p>Citizenship Rights and Responsibilities – Benchmark B</p> <p>In your <b>Answer Document</b>, identify and explain one requirement of being a citizen in order to uphold the U.S. Constitution. (2 points)</p> <p>*Citizens need to obey laws, pay taxes, serve on juries, and register for the selective service. Students should also have an explanation of why the requirement they chose is necessary.</p>
<p><b>Thursday</b></p> <p>Geography – Benchmark D</p> <p>The Hopewell Indians traded with other people in far away locations. They traded shells from the Gulf of Mexico, copper from the Great Lakes region, mica from North and South Carolina and obsidian from the Rocky Mountains.</p> <p>In your <b>Answer Document</b>, locate and identify Ohio and two places where the Hopewell Indians traded their goods. (2 points)</p> <p>*Students can sketch an outline of the U.S. or you can give them a small map to glue into their answer documents. They should label Ohio as well as two of the following locations: Gulf of Mexico, Great Lakes, the Carolinas or the Rocky Mountains.</p>
<p><b>Friday</b></p> <p>Government – Benchmark B</p> <p>In your <b>Answer Document</b>, compare and contrast the Declaration of Independence and the U.S. Constitution. (4 points)</p> <p>*Declaration of Independence – written to the King of England; gave reasons why the colonies would be free; written by Thomas Jefferson  U.S. Constitution – written for the U.S. citizens to set up the government; written and debated by many people; has a Bill of Rights and amendments  Both – explain rights and freedoms the people should have; explain what a government should be  Accept other plausible answers.</p>

# Social Studies Spiral Review

Name \_\_\_\_\_

A map of the railroads between 1835 and 1845 is shown.



## Monday

History (U.S.) – Benchmark C

According to the map, what was an effect of railroads had on transportation?

- A. It became easier to travel to more cities in the east.\*
- B. There were fewer railroads by the mid 1840s.
- C. Travel became difficult because railroads did not reach many cities.
- D. Railroads were too expensive to maintain.

Grade 5

Week 9

**Tuesday**

People in Societies – Benchmark A

In what way were the homes of the Anasazi and the Hopis similar?

- A. They both lived in pueblos.\*
- B. They both lived in hogans.
- C. They both lived in teepees.
- D. They both lived in pit houses.

**Wednesday**

Skills and Methods – Benchmark A

Which would be the best key word to use for searching the internet to find information about the transcontinental railroad in the United States?

- A. canals
- B. rivers
- C. transportation\*
- D. steamboats

**Thursday**

Geography – Benchmark A

What state is shown in the map?

- A. California
- B. Delaware
- C. Massachusetts\*
- D. Kansas

**Friday**

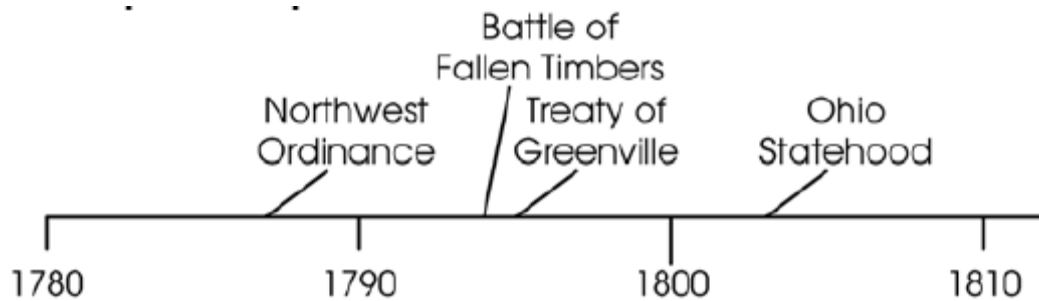
Government – Benchmark A

The Federal Railroad Administration is under the executive branch of the United States government. Which action is their responsibility?

- A. enforce rail safety rules\*
- B. build train factories
- C. give tickets to passengers
- D. carry employees to work

# Social Studies Spiral Review

Name \_\_\_\_\_



## Monday

History (Ohio) – Benchmark A

In your **Answer Document**, correctly place the following events on the timeline: (2 points)

1787 - United States Constitution

1812 - Columbus state capitol

\*Each event is placed in the appropriate place.

Grade 5

Week 10

## **Tuesday**

Economics – Benchmark B

How does specialization affect production?

- A. A variety of different goods are produced.
- B. A few items are produced.\*
- C. Consumers have many items to choose from when they make a purchase.
- D. Producers have to hire more employees.

## **Wednesday**

Citizenship Rights and Responsibilities – Benchmark A

In your **Answer Document**, explain two requirements to gain United States citizenship through naturalization. (2 point)

- \*1. Must live in the United States for five years.
- 2. Must pass a test.

## **Thursday**

Geography – Benchmark B

What country in North America has English and French as its official languages?

- A. Canada\*
- B. Guatemala
- C. Mexico
- D. United States

## **Friday**

Government – Benchmark B

In your **Answer Document**, identify the document that stated that England denied the colonists their rights. Who is the leader of England named in this document? (2 points)

\*Declaration of Independence  
King George III

# Social Studies Spiral Review

Name \_\_\_\_\_



**Atlatl**



**Clovis Point**

## Monday

History (U.S.) – Benchmark B

The artifacts above were used by the early American Indians.

In your **Answer Document**, identify two ways they acquired their food. (2 points)

\*The early American Indians hunted animals and gathered plants for food.

Grade 5

Week 11

## **Tuesday**

People in Societies – Benchmark B

In your **Answer Document**, identify from what country Irish immigrants come.  
On what continent is this country located? (2 points)

\*Irish immigrants came from Ireland. Ireland is located on the continent of Europe.

## **Wednesday**

Skills and Methods – Benchmark B

Shown are artifacts used by early American Indians.

In your **Answer Document**, give an inference that can be made about their technology. (2 points)

\*The early American Indians needed weapons to hunt animals. Creating the atlatl and the Clovis point made hunting easier.

## **Thursday**

Geography – Benchmark C

In your **Answer Document**, identify two characteristics of people living in the southern region of North America which reflects their physical environment. (2 points)

\*Wearing light clothing; participating in outdoor activities (i.e., swimming).

## **Friday**

Government – Benchmark A

Our government is responsible for protecting the rights of each citizen of the United States.

In your **Answer Document**, tell where the government gets its authority to act? (2 points)

\*The government gets its authority from the people.

# Social Studies Spiral Review

Name \_\_\_\_\_

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

-Preamble to the United States Constitution

## Monday

History (Ohio) – Benchmark C

How is the United States Constitution similar to the Ohio State Constitution?

- A. Both outline the unlimited power of government.
- B. Both appoint government leaders.
- C. Both provide a framework to organize government.\*
- D. Both allow the judicial branch to have control of the other branches of government.

Grade 5

Week 12

**Tuesday**

## Economics – Benchmark C

When consumers compete for a product it leads to high demand. How does this affect the price of a product?

- A. The price increases.\*
- B. The price decreases.
- C. The price does not change.
- D. The price remains the same.

**Wednesday**

## Citizenship Rights and Responsibilities – Benchmark B

After the United State Constitution was approved, there were amendments. Which amendment allows citizens to write newspapers?

- A. Freedom of speech
- B. Freedom of religion
- C. Right to assemble
- D. Freedom of the press\*

**Thursday**

## Geography – Benchmark D

European explorers traveled great distances to reach North America. As they came across bodies of water and other landforms they named some of them which reflected their culture.

What name reflects Spanish culture?

- A. Jamestown
- B. San Pedro\*
- C. St. Louis
- D. Newport

**Friday**

## Government – Benchmark B

The United States Constitution guarantees certain rights to citizens of the United States.

Identify one right guaranteed under this document.

Give an example of how citizens exercise that right. (2 points)

\*Answer may include freedom of religion, freedom of speech, freedom of the press, right to assemble, right to petition, right to bear arms, etc., and an appropriate example of the chosen right.