Rising Grade 5
Social Studies Practice
Review Your Skills
1. Washington, D.C., is the capital city of what?

2. What state borders Washington, D.C., on the north, east, and southeast?

3. What state borders Washington, D.C., on the southwest?

4. What river borders Washington, D.C., on the southwest?

5. The White House is the residence and office of the President of the USA. Is the White House north, south, east, or west from the Washington Monument?

6. Congress (the Senate and the House of Representatives) meets in the Capitol. Is the Capitol building northeast, northwest, southeast, or southwest from the White House?

7. The Lincoln Memorial honors President Abraham Lincoln. What Virginia city is west of the Lincoln Memorial, just across the Potomac River?

8. The Washington Monument was built to honor George Washington. Is the Washington Monument north, south, east, or west from the Capitol?

9. What is the name of the river that runs through eastern Washington, D.C.?

10. In which part of the USA is Washington, D.C., located: north, south, east, or west?
Maryland Map and Questions

1. What is the capital city of Maryland? __________________________

2. What state borders Maryland to the north? _______________________

3. What two states border Maryland to the south? __________ and ________

4. What state borders Maryland on the east? _______________________

5. A large body of water cuts deeply into Maryland, dividing Maryland into the flat Eastern Shore and the hilly Western Shore. What is this bay called? __________________

6. What is the name of the large river that flows into the western part of this bay? ___________________________

7. What is the name of the river that flows into the northern part of this bay? ___________________________

8. This bay opens to which ocean? _________________________________

9. The biggest city in Maryland is a major port in north-central Maryland. What is its name? ___________________________

10. In which part of the USA is Maryland located: north, south, east, or west? ________________
Discovering America

Use the text to answer each question below.

1. We could look at America as a landmass: a vast continent of mountains, rivers and plains stretching from the Atlantic to the Pacific. The people who discovered this place were Native Americans.

About 120,000 years ago, the Earth fell into an ice age. Temperatures dropped, the polar ice caps grew and ocean levels fell. These lower ocean levels revealed a land bridge between Siberia and Alaska. Roughly 30,000 years ago, nomadic hunting groups followed giant herds of woolly mammoth across that bridge to America. These were America's first human inhabitants. They inhabited this land for 25,000 years before Europeans came over on giant ships.

These first Americans were nomadic: they didn't form permanent settlements or towns but instead moved whenever food ran out. Around 7,000 years ago, some tribes began to farm and settled down in permanent villages.

What is the main purpose of the second paragraph of this passage?

A. to define the term "nomadic"
B. to explain why and how Native Americans discovered America
C. to describe the effect of the Ice Age on early weather patterns
D. to explain why early Native Americans relied on hunting woolly mammoth to survive
2. Over time, the first Americans spread out across the land. In the Southwest, the Anasazi built elaborate caves into the face of cliffs. These caves are still visible today. Around 3,300 years ago, tens of thousands of Anasazi mysteriously deserted their cliff dwellings. Their descendants (Hopi, Zuni and others) are now known as the Pueblo tribes. In the Mississippi area, the Mississippi people became known as mound builders because of the large platform mounds they constructed for their temples.

According to this passage, the Pueblo tribes
A. abandoned their settlements to join the Anasazi.
B. destroyed their settlements before leaving the Southwest.
C. descended from the Anasazi.
D. left no evidence of their settlements.

3. In the Great Plains, the Cheyenne, Sioux and other tribes hunted and searched for food. For a long time, they were mostly unable to hunt the mighty buffalo. This changed when the Spanish arrived and brought horses. With this development, the tribes produced excellent horsemen and formed large, powerful hunting groups.

According to this passage, the arrival of horses in the Great Plains
A. allowed the Cheyenne and the Sioux to hunt buffalo.
B. destroyed the buffalo's habitat in the Great Plains.
C. made the Spanish into better horse riders.
D. caused the Cheyenne and the Sioux to move to the Great Plains.
4. The Cherokee, Choctaw, Chickasaw, Seminole, and Creek tribes lived in America’s eastern woodlands. Europeans would eventually call them the “five civilized tribes” because they had government systems that Europeans easily comprehended and because they assimilated into European culture more easily than other tribes. In the 1700s, for example, some members of these tribes owned plantations with slaves. Because the term “civilized” implies that other tribes were not, historians have abandoned this term. These tribes are now mostly known as the Five Tribes, not to be confused with the Five Nations of the Iroquois.

What is the meaning of the word “abandoned” in the passage above?

A. neglected  
B. left a place because of danger
C. given up  
D. easily understood

5. While most tribes in North America formed relatively modest-sized towns and nomadic groups, Native Americans in Mesoamerica developed into three huge empires: the Aztecs, the Mayans and the Incas.

The Aztec empire was centered in Tenochtitlán, an enormous city in the middle of a lake with 100,000 inhabitants. Aztec society consisted of distinct social classes: nobles, peasants and slaves. The Aztecs also had a powerful standing army with a corps of professional warriors whose rank depended on how many prisoners of war they had captured.

The Aztecs also engaged in human sacrifice. At times, Aztecs sacrificed 1,000 people per day. One Aztec account, which is likely exaggerated, notes that during the construction of the great stone temple in Tenochtitlán, 84,000 people were sacrificed in four days.

What is the main purpose of the second paragraph of this passage?

A. to suggest that accounts of the Aztecs’ human sacrifices are exaggerated
B. to describe the location and the structure of the Aztec empire
C. to contrast the Aztec empire with the Mayan empire
D. to support the claim that the Aztecs were peaceful and did not practice warfare
6. Montezuma (sometimes spelled Moctezuma) was the Aztec ruler at the time the conquistadors arrived in Mexico in 1519. The conquistadors led Spain’s conquest of Mexico and Peru; “conquistador” means “conqueror” in Spanish. Hernando Cortés led the conquistadors on a rampage through Mexico, destroying villages and weakening the empire. Eventually, Cortes formed an alliance with the city of Tlaxcala, and with the help of its residents, he conquered Tenochtitlán. Montezuma greeted Cortes, and according to some reports, Cortés played a ceremonial Aztec board game with Montezuma before taking him hostage. The Aztecs were known for playing board games that had ceremonial and religious meanings.

According to this passage, why was Cortés able to conquer Tenochtitlán?

A. Cortés formed an alliance with the people of Tlaxcala.
B. Cortés arrived in Mexico in 1519 when Montezuma was the Aztec ruler.
C. The Aztec soldiers were playing board games when Cortés arrived and were not prepared to fight.
D. Montezuma was sick when Cortés arrived and was not able to direct the army.

7. Mayan civilization flourished from 300-1000 CE. The Mayans were based on the Yucatán Peninsula. They built giant temples, pyramids, palaces and ball courts. The Mayans had a written language, studied math and astronomy and used their astronomical measurements to create the most accurate calendar in the world at that time.

What is the meaning of the word "flourished" in the passage above?

A. was physically healthy
B. held up something in an excited way
C. did very well
D. made a bold gesture
8. Incan civilization began in today's Peru and eventually spread north to Ecuador and south to Chile. The empire flourished in the 15th and 16th centuries, expanding rapidly through military conquest and peaceful assimilation. By the time the Spanish conquistadors arrived, however, the Incan empire was sprawling and difficult to control. The Spanish used this to their advantage. They set one city against another until the empire was destroyed.

In the passage above, what is the purpose of the underlined sentence?

A. to introduce the topic of the Incan empire by explaining where it was located
B. to introduce the topic of South American countries by explaining a similarity between Ecuador, Peru and Chile
C. to support the claim that historical empires cannot always be seen on today's maps
D. to support the claim that some ancient civilizations spread in two directions

9. Christopher Columbus wanted to find a western route from Europe to Asia. He was looking for gold, spices and trade routes. Spain agreed to finance his trip, and on August 3, 1492, Columbus set out on an expedition that changed the world. Two months after Columbus left Spain, just as his crew was planning to mutiny and turn the ships back to Spain, a lookout spotted land. It was October 12 at 2:00 AM, and the lookout saw the moonlight reflected on white, sandy beaches. Columbus and his crew had arrived at what they considered “the New World” and what would come to be known as the Americas. This New World was not Asia (as Columbus believed), nor was it empty. Columbus had sailed to the islands of the Bahamas, and the locals swam out to greet him. The Arawak men and women welcomed Columbus’s crew with gifts and hospitality. However, Columbus soon took some of the Arawak as slaves. He thought they could lead him to gold.

Which of the following would be the best title for this passage?

A. Discovering America while Searching for Asia
B. The Arawak People’s Hospitality Towards Columbus
C. European and Native American Names for America
D. Columbus’s Crew Revolts!
Columbus was an expert sailor who led an expedition across the ocean, but he wasn't sailing for science. He wanted gold, and his goal was to reach Asia. He believed the land that he "discovered" was in fact part of Asia. He did not know that he had sailed to another continent. Columbus returned to Spain after exploring Cuba and Hispaniola. He reported to the royal court about the amount of gold, exaggerating his findings. The Spanish monarchs gave Columbus the title "Admiral of the Ocean Sea" and promised him 10% of the gold and spices he found for them. Columbus and a 1,500-man crew returned to the Americas and demanded that the Taino Indians on Hispaniola bring them gold. They established a system of quotas, in which the Native Americans had to bring the Spanish certain amounts of gold. If they failed to meet the quota, the Spanish would cut off their hands or, in many cases, crucify them on hilltops.

Based on the passage, what was one reason that Columbus was motivated to find gold in the New World?

A. because he had exaggerated the amount of gold he’d found and was worried the Spanish monarchs would be angry with him
B. because he wanted to pay his 1,500-man crew
C. because the Spanish monarchs promised him 10% of the gold and spices he found for them
D. because he wanted to keep his new title of “Admiral of the Ocean Sea”
11. Historians’ estimates of the size of the Native American population when Columbus arrived vary. Most estimate the total population of the Americas before Columbus to be around 50 million people. Some estimate that just 200 years later, the Native American population across the Americas dropped to 6 million.

Explorers’ greed and the new arrivals’ misplaced religious conviction led to millions of Indian deaths. Even more deadly were the diseases that Europeans brought to the Americas. Smallpox and other diseases would eventually claim tens of millions of Indians’ lives.

The word genocide, the planned extermination of an ethnic group, is rarely used, probably because the killings were not methodical. The effect of the killings, however, was as devastating as a genocide.

Which statement would the author of this passage most likely agree with?

A. The word “genocide” should be used to describe the deaths of millions of Native American people at the hands of the Europeans.

B. Because they vary widely, historians’ estimates of Native American populations should not be trusted.

C. European contact vastly improved the lives of most Native Americans.

D. Historians use the word "genocide" too much when writing about the past.
Mapping Out The Thirteen Colonies

Directions: Find each item listed in the word bank and label it on the map. Then label the directions on the compass rose.

Word Bank

<table>
<thead>
<tr>
<th>Word Bank</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlantic Ocean</td>
<td>New Jersey</td>
</tr>
<tr>
<td>Connecticut</td>
<td>New York</td>
</tr>
<tr>
<td>Delaware</td>
<td>North Carolina</td>
</tr>
<tr>
<td>Georgia</td>
<td>Pennsylvania</td>
</tr>
<tr>
<td>Maryland</td>
<td>Rhode Island</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>South Carolina</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>Virginia</td>
</tr>
</tbody>
</table>

Use your map to answer the following questions:

1. What colony is north of Pennsylvania? ______

2. What colony is farthest south? ______

3. What colonies make up the New England colonies?
   ______, _______, _______
   Color these colonies yellow.

4. What colonies make up the Middle Colonies?
   ______, _______, _______
   Color these colonies red.

5. What colonies make up the Southern Colonies?
   ______, _______, _______
   Color these colonies blue.

Bonus Box: Select one of the 13 original colonies and find out who founded it. Record that information on the back of this sheet.

Note To The Teacher: Use with “Colonial Craftsmanship” on page 238. Duplicate one copy of the reproducible for each student. Have the student complete the sheet as directed to learn more about the location of the 13 original colonies.
1. From 1754-1763, Britain and its colonies were involved in the French and Indian War—the American theater of Europe’s Seven Years’ War (1754-63). Britain won the war and gained control of all the land east of the Mississippi, including Canada. But after years of costly war, the British found themselves strangled in war debt. So, they enacted a series of acts to tax the colonies. The colonies protested. But the British ignored colonial interests.

In 1770, British soldiers killed five men for throwing rocks and snowballs in the Boston Massacre. Three years after the Boston Massacre, Parliament passed the Tea Act of 1773, which gave the British a monopoly on selling tea to the American colonies. This means the British controlled the tea trade, keeping other competitors from participating. The British monopoly made the price of tea so low that even smugglers couldn't compete.

Based on the passage, which of the following would be an example of a monopoly?

A. A businesswoman opens a bookstore in her neighborhood and invites her neighbors to invest in her new store.  
B. A baker buys up all the sugar in town to make sure that his bakery is the only one that can sell cupcakes.  
C. A pilot spends her days off learning how to fly a new type of plane so that she can apply to fly that plane in the future.  
D. A hardware store owner is famous for giving the best home improvement advice to his customers.
2. Samuel Adams and the radical Sons of Liberty were desperately looking for another Boston Massacre-type event to catalyze American resistance. The Tea Act provided just such an opportunity.

When three tea-laden cargo ships landed in Boston Harbor, Sam Adams led a group of 150 colonists dressed as Mohawk Indians to the docks. The men boarded the ships, smashed the crates and dumped tea into the water. By the end of the night, the Boston Tea Party had destroyed $70,000 worth of British tea. It was a powerful message to the British. King George of England took it to be an act of defiance. "The die is now cast," he told his prime minister. "The colonies must either submit or triumph."

What is the purpose of the underlined sentences in the passage?

A. to explain the king's relationship to his prime minister
B. to support the claim that King George didn’t care about the Boston Tea Party or the colonists in America
C. to hint that the Boston Tea Party was going to set off a larger conflict between the colonies and England
D. to provide a detail about the type of board games King George liked to play

3. The British responded to the Boston Tea Party fiercely. They passed the Coercive Acts and the Quebec Act. Together, they became known in the colonies as the Intolerable Acts. These acts severely restricted democracy in Massachusetts, closed Boston Harbor and even established Roman Catholicism as the official religion in Quebec. The British also sent 4,000 more soldiers into Boston to suppress uprisings.

Based on the passage, why did the British pass the Coercive Acts and the Quebec Act?

A. They wanted to punish the colonies for the Boston Tea Party.
B. They wanted to protect Boston Harbor from foreign powers.
C. They wanted to promote democracy in Massachusetts.
D. They wanted to establish religious freedom in Quebec.
4. General Gage was the commander of the British troops in Boston. He heard rumors that the colonists were amassing ammunition and guns in a storehouse in Concord, a small town outside of Boston. Gage also heard that two of the rebel ringleaders—Sam Adams and John Hancock—were hiding in nearby Lexington. Sam Adams had led the Boston Tea Party. Hancock, the richest man in New England before the war, helped organize and fund the rebellion. Gage planned to march out to Lexington and Concord where he would arrest Adams and Hancock and then seize the ammunition. But Paul Revere and the Sons of Liberty expected this move. Revere set up a system of signals that would alert him if the British started to move.

Which detail from the passage best explains why Paul Revere set up a system of signals to warn him if the British advanced?

A. "Hancock, the richest man in New England before the war, helped organize and fund the rebellion."

B. "Gage planned to march out to Lexington and Concord where he would arrest Adams and Hancock and then seize the ammunition."

C. "Sam Adams had led the Boston Tea Party."

D. "General Gage was the commander of the British troops in Boston."
5. In order to reach Lexington and Concord, the British had to cross the Charles River. Revere told a church deacon in Boston to watch troop movement. Revere asked the deacon to hang one lantern in the bell tower if the British were coming by land—that is, marching across the Boston Neck peninsula. He asked the deacon to hang two lanterns if they were coming by sea—that is, using the Charles River to cross into Cambridge. Revere and his horse were waiting on the other side of the Charles for the signal.

Late at night on April 18, 1775, the deacon in Boston hung two lanterns from his church. Revere and another rider, William Dawes, saw the sign and sped off on horseback to warn the townspeople. They were later joined by a third rider, Samuel Prescott.

Fun fact: Paul Revere probably didn't shout the legendary phrase, “The British are coming!” He and the other riders had to warn people discreetly that the Redcoats were on the move. Shouting through the towns on horseback would have been too conspicuous. Besides, at the time colonial Americans were still technically British, too.

Based on this passage, why did the deacon in Boston hang two lanterns from his church?

A. because the British were marching across Boston Neck peninsula  
B. because Paul Revere, William Dawes and Samuel Prescott were on horseback  
C. because the British were using the Charles River to cross into Cambridge  
D. because Paul Revere and William Dawes had to meet Samuel Prescott

6. The colonies didn't have a standing army. Instead, they relied on local militias and Minutemen, farmers who could grab a musket and assemble in a minute's time. Hearing Revere's call, a group of Minutemen assembled in Lexington to confront the British. The British, also known as redcoats or “lobster-backs” because of the bright red uniforms they wore, were clearly superior in training and numbers.

Captain John Parker, the leader of the Minutemen, instructed his troops: "Stand your ground; don't fire unless fired upon, but if they mean to have a war, let it begin here." No one knows who fired the first shot in the Battle of Lexington, but it became known as the "shot heard 'round the world" because of its far-reaching consequences.

According to the passage, what was true about the Minutemen?

A. They were well trained and had more members than the British.  
B. They were farmers who could assemble in a minute's time.  
C. They wore bright red uniforms and were also known as redcoats.  
D. They fired the first shot in the Battle of Lexington.
7. Somehow, the rag-tag bunch of Lexington Minutemen weren't able to kill even a single British soldier, despite the fact that the British lined up in a straight line to fire and were wearing bright red coats. The British moved on to Concord, expecting another easy battle. In Concord, however, hundreds of Minutemen took position behind stone walls, houses, barns and trees, in a kind of primitive guerrilla fighting style. The British were sitting ducks: they took fire from Minutemen snipers hidden in trees and behind houses. The vulnerable British troops retreated to Boston. By the end of the first day of the Revolutionary War, the British counted 73 dead and 174 wounded.

What is the meaning of the underlined phrase in the passage above?

A. British troops were vulnerable to attack by the hidden Minutemen.

B. British troops were sitting on the ground in the same position that ducks sometimes take.

C. The British often hunted for ducks in the woods around Concord and Lexington.

D. British troops were taking care of ducks while their commanders were away.

8. The Revolutionary War picked up quickly after the Battles of Lexington and Concord. A series of battles, including the Battle of Bunker Hill, helped the rebel cause. The British took a heavy beating before winning the hill. In May 1775, the Second Continental Congress met in Philadelphia. Congress named George Washington from Virginia as commander in chief of the newly formed American Continental Army. The army was not a professional force, but a bunch of farmers who had little to no experience fighting in wars. Washington himself described the army as "excessively dirty." In the next year, support for American independence grew. This was due in part to Thomas Paine's influential pamphlet called Common Sense, which argued persuasively for independence.

According to this passage, Thomas Paine's pamphlet Common Sense

A. named George Washington commander in chief of the Continental Army.

B. helped encourage support for American independence.

C. provided detailed accounts of the Battles of Lexington and Concord.

D. described the American Continental Army as "excessively dirty."
Supply & Demand

1. This winter is not as cold as past winters. A clothing store ordered a lot of heavy winter coats to sell. But people are not as interested in buying winter coats this year.

   The supply of winter coats is **low/high**.
   The demand for winter coats is **low/high**.
   The price of winter coats will ________________ because __________.

2. A new model of a scooter comes out. A store that sells the scooters still has a lot of the old model on the shelves. Not many people want to buy the old model.

   The supply of the old scooter model is **low/high**.
   The demand for the old scooter model is **low/high**.
   The price of the old scooter model will ________________ because __________.


   The supply of chocolate hearts is **low/high**.
   The demand for chocolate hearts is **low/high**.
   The price of chocolate hearts will ________________ because __________.
Think of a good or service. Write it below.

In the boxes on the left, draw what it would look like if the supply of this good or service were **high** and if the supply were **low**. Then, in the boxes on the right, draw what it would look like if the demand for this good or service were **high** and if the demand were **low**.