4th Grade
Day 1
### Mystery Picture - Subtraction

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- 2,478 - 4,652 - 8,857 - 7,042
- \(-1,428\) - \(-2,743\) - \(-1,405\) - \(-1,305\)

**Black**

- 5,413 - 8,854
- \(-3,304\) - \(-5,112\)

**Green**

- 7,704 - 8,145 - 9,411 - 5,043
- \(-2,264\) - \(-4,711\) - \(-4,828\) - \(-2,501\)

**Red**

- 3,524 - 9,301
- \(-1,404\) - \(-1,130\)
# Mystery Picture - Addition

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**Yellow**

8,853 + 5,042 = 13,895

33,648 + 16,714 = 50,362

2,176 + 3,211 = 5,387

3,217 + 4,274 = 7,491

**Black**

4,202 + 9,546 = 13,748

3,261 + 2,443 = 5,704

**Blue**

1,382 + 5,852 = 7,234

7,737 + 6,302 = 14,039

5,119 + 8,131 = 13,250

1,174 + 2,835 = 4,009

**White**

2,551 + 5,386 = 7,937

9,851 + 1,051 = 10,902

**Red**

4,009 + 13,250 = 17,259

14,039 + 7,491 = 21,530

5,387 + 50,362 = 55,749

7,234 + 13,895 = 21,129

10,902 + 10,902 = 21,804

10,902 + 10,902 = 21,804

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Ballooon Car

Make and race a balloon-powered car!

What You Need
- paper cup (hot-beverage cup made of sturdy cardboard)
- scissors
- pencil
- plastic drinking straw
- 2 wooden spools
- 2 small rubber bands
- balloon

Car Body
1. Cut out half of the cup.
2. Using a pencil, poke a hole in the center of the cup bottom. (The neck of a balloon will go through this hole.)
3. Using a pencil, poke 2 holes in the sides of the cup.

Wheels
4. Insert a straw through the holes on the side of the cup. Then, slide a spool on each end of the straw. The spools should touch the ground. If they don't, change the position of the holes for the straw.
5. Wrap a rubber band
around the end of each straw. The rubber bands will keep the spools from sliding off.

**Fuel Tank**

6. **Push** the neck of the balloon through the hole in the bottom of the cup. The balloon should be lying inside the cup.

7. **Blow up** the balloon. Then put your car on the ground, and let the balloon **go!**

**Science Scoop**

Think of what happens when you stretch a rubber band—when you pull it and let go, it snaps back into its original shape. The more you stretch it, the faster and harder it snaps. A balloon is like a rubber band. When you blow air inside a balloon, you stretch the balloon. The more air you blow inside, the more you stretch the balloon. The more the balloon is stretched, the faster the air leaves the balloon. The force of the air leaving the balloon pushes the car forward.

17. Which best completes the graphic organizer below?

```
  Poke 2 holes in the sides of the cup

  ?

  Slide spools onto the straw.
```

A. Insert the straw into the holes.
B. Poke a hole in the center of the cup.
C. Put rubber bands on each end of the straw.
D. Push the neck of the balloon into the hole.

18. What is the purpose of the rubber bands?

A. to help the cup keep its shape
B. to increase the speed of the car
C. to keep the spools on the straw
D. to fasten the opening of the balloon
19. The author compares a balloon to a rubber band mostly because
   A. they both stretch.
   B. they are both easy to use.
   C. they are both made of rubber.
   D. they both push the car forward.

20. In step 2, why is the word poke most likely written in bold letters?
   A. It is the adjective that describes the cup.
   B. It is the verb that tells what to do to the cup.
   C. It is the pronoun that modifies the word pencil.
   D. It is the adverb that tells how to insert the balloon.

21. Which item correctly completes the table below?

<table>
<thead>
<tr>
<th>Parts of a Balloon Car</th>
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</thead>
<tbody>
<tr>
<td>car body</td>
</tr>
<tr>
<td>wheels</td>
</tr>
<tr>
<td>?</td>
</tr>
</tbody>
</table>

   A. straw
   B. pencil
   C. fuel tank
   D. paper cup

22. In step 4, the word position means
   A. size.
   B. shape.
   C. number.
   D. location.

23. Which activity would help the reader most quickly find how many straws are used in this project?
   A. reading the first sentence under each bold heading
   B. reading the information under the bold heading "Science Scoop"
   C. reading the information under the bold heading "What You Need"
   D. reading the bold words in each of the seven steps in the directions
24. Which question could be correctly answered using the information in this passage?
   A. How fast will the balloon car go?
   B. How much fuel is needed for the car?
   C. What kind of paper cup is needed for the car?
   D. What size spools should be used for the wheels?

C. This passage uses rubber bands as part of the balloon car.
   1. In this project, for what are the rubber bands used? Explain what would most likely happen if you did not use the rubber bands.
   2. In this project, for what is the balloon used? Explain what would happen if you did not use the balloon.

Use information from the passage to support your responses.
BE SURE TO LABEL YOUR RESPONSES 1 AND 2.
Lesson Topic: Climate of the Southeast

Question 1:

Which of the following statements about the Southeast are true?

☐ The climate is usually warm, sunny, and dry.
☐ The eastern coast of the region does not have hurricanes.
☐ States to the south are generally warmer than states to the north.
☐ The region has a long growing season.
☐ Moonrooms are a common feature in Southeastern homes.

Question 2:

Which statements are NOT accurate about the types of activities someone can do in the Southeast region?

Check all that are true.

☐ Dipper is going hiking in the Appalachian Mountains.
☐ Harley is going to the Gulf of Mexico when she visits her aunt in Virginia.
☐ Fay is going fishing in the Everglades.
☐ Mabel is going surfing at the Piedmont.

Question 3:

Why are hurricanes a concern for the Southeast?

Check all that are true.

☐ The Southeast communities are not well-prepared for hurricanes.
☐ It is very difficult to know which months hurricanes will hit the Southeast.
☐ There are many communities along the coastlines.
☐ The region is near warm waters, which is where most hurricanes occur.

Question 4:

True or False: Floods only occur near coastlines.
True, inland areas are dry and do not receive much rainfall.

□ True, hurricanes cause flooding along the coast.

□ False, floods can occur inland from overflowing rivers.

□ False, areas near coastlines are not in danger of flooding.

**Question 5:**

Which of the following can lead to a flooded house?

Check all that are true.

□ a clogged gutter

□ a heavy rainfall

□ a broken levee

□ sand bags

□ a storm surge

**Question 6:**

Robin lives in Emerald Isle, North Carolina. To the south of the city is the Atlantic Ocean. During a day in September, Robin hears of a hurricane warning in her neighborhood. What actions should Robin take to protect herself from the hurricane?

Check all that are true.

□ She should drive to the southern part of the city if she does not need to evacuate.

□ She should board up her doors, windows, and garage.

□ She should check her phone or television to see if she needs to evacuate.

□ She should make sure she has food, water, and gas for her car.
4th Grade

Day 2
# Mystery Picture - Multiplication

**Multi-Digit x 1 Digit**

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**Green**

- \(37 \times 7\)
- \(71 \times 4\)
- \(89 \times 8\)
- \(51 \times 3\)

**Black**

- \(74 \times 8\)
- \(19 \times 7\)

**Yellow**

- \(91 \times 2\)
- \(78 \times 5\)
- \(93 \times 3\)
- \(48 \times 8\)

**White**

- \(93 \times 9\)
- \(65 \times 7\)
Dolphin Behavior
by Denise Herzing and Patricia Warhol

"Punchy and Big Wave still hang out together, but now Stubby only hangs out with the guys. Lil has
started baby-sitting, and yesterday three of the
boys chased away a bully."

Does this sound like a letter from home? Actually, it's a description of
what goes on in a typical day among a group of Atlantic spotted dolphins off
the Bahama Islands. Led by researcher Denise Herzing, the Wild Dolphin
Project team studies these dolphins and reports back on how they live,
including how they get along with each other.

For dolphins, getting along is a longterm investment in survival. Like
people, dolphins need each other. They get along by doing things together—
feeding, playing, resting, touching, and resolving conflicts. To study these
behaviors, researchers must first identify individual dolphins by the unique
forms of their dorsal fins and flukes, and from the patterns of their spots.
Dolphins don't all look alike! Then, following strict rules, the researchers
enter the water, but they don't approach, touch, or feed these wild dolphins.
They wait for the dolphins to come to them.

Once a dolphin is identified, it is given a name, like Little Gash, Luna,
and Nassau. The Wild Dolphin Project has now identified over one hundred
dolphins. Photos, videos, and sound recordings are made by researchers,
and the fun of understanding what's really going on begins.

4 An Atlantic spotted dolphin,
*Stenella frontalis*, for example, spends
the first six months of its life by the
side of its first teacher, or "Mom." Up to
age three, a baby dolphin meets and
plays with other infants in what
researchers call a nursery group, and
begins to form lifelong associations and
friendships. As the newborn meets
other youngsters, it is introduced to the
rules and games involved in being a
social dolphin. These friendships are maintained in many ways. Some dolphins rub fins together, in the same way kids hold hands. Young dolphins learn about each other by watching, mimicking each other, chasing, and playfighting. These skills will be useful when they become adults.

Without the friendship of other dolphins, individuals might not survive in the wild. To stay in touch, dolphins have a complicated communications system. Each dolphin has a unique whistle, called a “signature whistle,” to identify itself or to make contact. It also uses sonar clicks to find food and to navigate. Squawks, bleats, and other sounds are used for closer contact with neighbors. By identifying an individual’s signature whistle, Denise and other researchers can now tell who’s who among the dolphins without even seeing them.

Getting along in a dolphin society may also mean doing your job well, and one important job is baby-sitting. Young spotted dolphins often form groups of four or five individuals. A young adult (eight-to ten-year-old) male or female baby-sits. Part of the job is to stay close to the babies and to calm down any youngster that gets too excited or makes too much noise, which could attract a shark. Mothers often show up to discipline an unruly infant if the babysitter lets things get out of control!

Some dolphins just don’t get along with each other. To communicate the message, “Leave me alone,” there is a face-to-face showdown, and one dolphin opens its mouth and squawks. Grouping together is another way spotted dolphins send this message, and can fend off teasing or aggressive advances of larger bottlenose dolphins.

Friends, fishing pals, baby-sitters, sparring partners, and squabblers—all are roles shared by these spotted dolphins.

17. Which is the best summary for this passage?
A. Studying dolphins is fun and interesting.
B. Dolphins have a unique identity.
C. Dolphins live and communicate in an organized society.
D. Dolphins have signature whistles, fins, and flukes.

18. Which of the following is an opinion?
A. Dolphins do not all look alike.
B. Dolphins form lifelong friendships.
C. Dolphins need each other to survive.
D. Dolphins are fun to study.

19. According to paragraph 6, young dolphins need a baby-sitter because
A. they are small.
B. it is an important job.
C. they could attract sharks.
D. their mothers cannot control them.
20. Which of the following best completes the chart?

<table>
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<th>Ways Dolphins Communicate</th>
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<td>sonar clicks</td>
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<tr>
<td>bleats</td>
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A. name  
B. fluke  
C. dorsal fins  
D. signature whistle

21. This passage would most likely be found in a

A. travel brochure.  
B. book of biographies.  
C. short story collection.  
D. children's science magazine.

22. Which of the following is a fact?

A. Baby dolphins are cute.  
B. Dolphins are beautiful animals.  
C. Learning about dolphins is interesting.  
D. Dolphins get along in order to survive.

23. In paragraph 4, the authors say, "Young dolphins learn about each other by watching, mimicking each other, chasing, and playfighting." What is the meaning of the word mimicking?

A. hitting  
B. arguing  
C. imitating  
D. making fun of

24. What happens when dolphins do not get along?

A. The dolphins chase each other.  
B. The dolphins talk to each other.  
C. There is a face-to-face showdown.  
D. Mothers show up to discipline them.
C. Think about the information in the passage.
   1. Explain the meaning of a "signature whistle."
   2. Identify three different sounds that dolphins make.
Use information from the passage to support your answers.
BE SURE TO LABEL YOUR RESPONSES 1 AND 2.
Lesson: The Southeast: Geography, Climate, and Natural Resources

Lesson Topic: Geography of the Southeast

Question 1:

Which states are part of the Southeast region?

☐ Arkansas, Illinois, Missouri, North Carolina

☐ West Virginia, Virginia, Kentucky, Mississippi

☐ South Carolina, Florida, Tennessee, Alabama

☐ Florida, Georgia, Texas, Louisiana

Question 2:

Which of the following images are examples of a peninsula?
Phil is from Florida, and he is going for a walk in Maryland.

Maria is visiting Boston from Spain, and she is staying at a hotel near the Boston Harbor.

Liz is from England, and she is flying to Canada to go to a concert.

Greg works in Philadelphia, and he buys breakfast from a local restaurant on his way to work.

Question 5:

Which of the following are examples of the globalization of the economy in the Northeast?

Check all that are true.

- Healthcare services in New York City are provided to people from Washington, DC.
- Raw materials from Chile are used for manufacturing computer parts in Boston.
- Seafood from Maine is shipped to restaurants in New Jersey.
- Educational material that is produced in Philadelphia is purchased in Canada.
Lesson: Lesson Test: The Southeast: Geography, Climate, and Natural Resources

Lesson Topic: Geography of the Southeast

Question 1:

Which of the following regions is the Southeast?

○ region 1
○ region 2
○ region 3
○ region 4
○ region 5

Question 2:

Which landforms can be found along the coastlines of the Southeast?

Check all that are true.

☒ the Great Florida Reef
☒ the Pacific Ocean
☒ the Gulf of Mexico
☐ the Appalachian Mountains

Question 3:

Which is the difference between peninsulas and barrier islands?
○ Peninsulas are mostly surrounded by water. Barrier islands are completely surrounded by water.

○ Peninsulas are found in the coastal plains. Barrier islands are found along the coast.

○ Peninsulas protect the barrier islands from harsh winds.

○ Peninsulas can only be found along the Atlantic coast. Barrier islands are only in the Gulf of Mexico.

Question 4:

Which of the following are true about wetlands?

Check all that are true.

□ Animals like alligators and frogs live in the wetlands.

□ Marshes and swamps are examples of wetlands.

□ Great Smoky and Cumberland are examples of famous wetlands.

□ Wetlands are areas of still or slow moving water.

Question 5:

Which of the following statements are true about the Mississippi River?

Check all that are true.

□ It is still important to the Southeast economy.

□ It is the largest river in the United States.

□ Many ships travel along the Mississippi River.

□ The Mississippi River flows into the Arkansas River.

Question 6:

Which of the following are true about the Appalachian Mountain Range?

Check all that are true.

□ There is a valley that sits within the mountains.
It is made up of smaller mountain ranges.

There are piedmonts at the base of the mountains.

Coastal plains go right up to the mountains.

There are many forests located around the mountains.

**Question 7:**

What geographical feature causes waterfalls?

- barrier islands
- fall lines
- wetlands
- coastal plains

**Question 8:**

In the Southeast, there is a unique plant called the flame azalea. During the fall, the wildflower turns from green to a bright yellow or red. Many miners have remarked seeing the flower while mining for coal. The flame azalea will not survive in areas that may flood, or be submerged in water. Where can someone most likely find the flame azalea?

- the Great Dismal Swamp
- the Appalachian-Blue Ridge forests
- the Mississippi River
- the Great Florida Reef
- the Great Smoky Mountains
Question 9:

Which of the following statements are true?

☐ Nothing can be done for an organism that is at risk of dying out.

☐ Something that is extinct is at risk of being endangered.

☐ Both animals and plants can be endangered or extinct.

☐ Something that is endangered is at risk of being extinct.
Lesson Topic: Natural Resources in the Southeast

Question 1:

Which geographical feature is the most important to the Southeast's agribusiness?

- coastlines
- piedmonts
- coastal plains
- mountains

Question 2:

United States Climate Map

Citrus fruits, like grapefruits, grow best in places that are warm and wet throughout the year. According to this map, which state has the best conditions to grow oranges?

- Kentucky
- Florida
- Mississippi
- West Virginia
Question 3:

True or False: The main reason farmers and ranchers raise livestock is to keep people company.

☐ True, livestock animals include cats and dogs.

☐ True, farmers train livestock animals like cattle and hogs to be comfortable around people.

☐ False, farmers raise livestock to sell the animals’ goods and services for other people to use.

☐ True, farmers train livestock animals like cattle and hogs to be comfortable around people.

Question 4:

What are some the reasons why fishing is an important industry in the Southeast?

Check all that are true.

☐ Waterfalls are naturally great places for fishing.

☐ Fish farms are a major business in Mississippi.

☐ The region’s two coastlines provide many jobs for fishermen.

☐ Most of the crawfish in the United States comes from the Southeast.

Question 5:

Which of the following statements are true about the Southeast’s timber industry?

Check all that are true.

☐ Timber can be turned into pulp to make things like paper.

☐ Trees provide health benefits to people and the wildlife.

☐ Forest workers replant trees to be cut down at a later time.

☐ Almost all trees in the Southeast forests are cut.

Question 6:
Which of the following are a source of hydroelectric power?

Check all that are true.

☐ beaches
☐ rapids
☐ forests
☐ ocean floors
☐ waterfalls

**Question 7:**

True or False: Fossil fuels are a renewable energy resource.

☐ True, they can be used over and over again.
☐ True, burning fossil fuels is good for the environment.
☐ False, some fossil fuels are renewable while others are not.
☐ False, it takes millions of years for fossil fuels to form.
4th Grade
Day 3
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What has eighteen legs, shines in the sun, and loves children? A set of eight bronze duckling statues with their mother, that's what! They are made for hugging, climbing on, and “feeding.” They were created by the sculptor Nancy Schöen (pronounced shern). She based them on the ducklings in the famous children's book Make Way for Ducklings.

2 The ducklings in the book hatched from the drawing pencil of author Robert McCloskey back in 1941. In the story, the ducklings followed their proud mother around the Public Garden in Boston, Massachusetts. They learned to “walk in a line, to come when they were called, and to keep a safe distance from bikes and scooters and other things with wheels.” But the duckling statues started in a very different way almost fifty years later.

Ms. Schöen, who had been making sculptures of people for years, noticed that children love to play with animal statues. At the same time, the six-year-old twin boys of an English friend of hers visited the Public Garden. They had read Make Way for Ducklings, and they were puzzled. “Mummy, where are the ducks?” they asked.

Ms. Schöen’s friend suggested that she bring the famous little birds to life. Mr. McCloskey himself was delighted with the idea. He encouraged the sculptor to start by copying his own drawings.

“Just to be different, I chose eight of the poses of the ducks that I liked best,” explains Ms. Schöen. She then lined them up behind Mrs. Mallard. She wanted to remind people how the ducklings in the book waddled from the Charles River, across busy Beacon Street, and right into the Public Garden.

Deciding how big the ducks should be was an important question. Mr. McCloskey himself came to the art studio to help. To get a better look, they dragged the clay models outside on a snowy February day. Just then a group of children at the preschool next door came out and stopped short in surprise.

Ms. Schöen laughs as she remembers. “The children came running and screaming and started to pat and hug them. It was so exciting!” There was
no doubt now—the ducklings were perfect. The bronze statues were ready to be made.

In October 1987, two large and sixteen small webbed feet lined up and came to stay in the Boston Public Garden. Mrs. Mallard stands more than three feet tall, and her children—“Jack, then Kack, and then Lack, followed by Mack and Nack and Ouack and Pack and Quack”—trail proudly behind her, waddling on old rounded Boston cobblestones. Their bright eyes sparkle, inviting children of all ages to touch, hug, and play with them, just as Ms. Schön wanted.

9. What does the first sentence in paragraph 2 mean?
   A. Robert McCloskey drew the pictures in *Make Way for Ducklings*.
   B. Robert McCloskey’s duck had ducklings while he was writing a book.
   C. Robert McCloskey sculpted the ducklings in the Boston Public Garden.
   D. Robert McCloskey’s *Make Way for Ducklings* is a well-known children’s book.

10. How did Nancy Schön decide on the poses for the ducks?
    A. She modeled them after real ducks.
    B. She let Robert McCloskey pick the poses.
    C. She picked her favorite poses from the book.
    D. She let the preschool children decide what they liked.

11. Which statement best summarizes the passage?
    A. An artist draws ducklings in a famous children’s book.
    B. The Boston Public Garden is an interesting place to visit.
    C. Children find some lost ducklings in the Boston Public Garden.
    D. A sculptor creates statues based on a well-known children’s book.

12. The title “Ducklings Come Home to Boston” refers to
    A. Robert McCloskey’s pet ducklings.
    B. Nancy Schön’s sculptures of ducklings.
    C. the ducklings that swim in the Charles River.
    D. the ducklings that return to Boston each spring.
13. Which sentence **best** completes the graphic organizer below?

![Graphic Organizer]

A. The ducklings cross Beacon Street to pose for the statues.
B. Robert McCloskey donates the statues to Boston Public Garden.
C. The February snowstorm ruins the clay models of the ducklings.
D. Nancy Schöen copies Robert McCloskey's drawings of the ducklings.

14. Who first suggested that Nancy Schöen create statues of the ducklings?

A. her children
B. Robert McCloskey
C. an English friend of hers
D. directors of the Boston Public Garden

15. What is the main purpose of this passage?

A. to convince children to read *Make Way for Ducklings*
B. to show the reader how to make lifelike statues of ducklings
C. to highlight reasons children enjoy playing with animal statues
D. to explain how the duckling statues came to the Boston Public Garden

16. The **most** likely purpose of the first question in the passage is to

A. make the reader curious.
B. make fun of the duckling statues.
C. show that the author has a sense of humor.
D. show that *Make Way for Ducklings* is a children’s book
B. Both Robert McCloskey and Nancy Schön created works that have something to do with ducks.
1. Explain one way their works are **alike** and provide one example from the passage to support your answer.
2. Explain one way their works are **different** and provide one example from the passage to support your answer.
BE SURE TO LABEL YOUR RESPONSES 1 AND 2.
Lesson: The Southeast: History and Modern Times

Lesson Topic: History of the Southeast, Part I

Question 1:

Why do you think settlers formed towns near the coasts?

☐ There were no American Indians near the coasts.

☐ They wanted to be near the ocean for trade with their home countries.

☐ They did not want to explore inland.

☐ They settled in areas near where their ships had landed.

Question 2:

Imagine yourself living on the Atlantic coast as a member of the Muscogee tribe in the 1500s. One day, men arrive in large boats. They look differently than you do. They have strange clothes, weapons, and tools. They build strange houses on your tribe’s land.

• Describe when you first saw the settlers.

• How did you feel about the arrival of these people?

• How did you treat these strange newcomers?
Question 3:

Look closely at this map of the Jamestown settlement. Which features contributed to it being England’s first successful settlement?

- It was close to water, which was needed for travel.
- It was close to water, which helped the colony receive goods from England.
- It was built near open land, which allowed the colony to expand.
- It was built on swampland, which was good for agriculture.
- It was close to water, which was good for agriculture.
Question 4:

Why did plantation owners prefer slaves from Africa?

☐ American Indian slaves escaped or died too easily.

☐ African slaves were faster learners than American Indians or indentured servants.

☐ Unlike indentured servants, African slaves had no rights because they were considered property.

☐ African slaves knew more about growing crops in the Americas than indentured servants did.

☐ African slaves were cheaper than indentured servants.

Question 5:

Most indentured servants were white Europeans, just like the plantation owners. Slaves, on the other hand, were Africans or American Indians. Why do you think this was?

☐ Africans and American Indians did not look or act in ways similar to Europeans.

☐ Africans and American Indians had hurt Europeans in the past.

☐ Plantation owners did not view Africans or American Indians as equals.

☐ Africans and American Indians did not need money.

☐ Africans and American Indians did not need rights.

☐ Plantation owners viewed other Europeans as people with rights.

Question 6:

What is an indentured servant?

☐ a person who is forced to work for free for a period of time

☐ a person who agrees to work for free for a period of time
a person who is forced to work for free for his or her lifetime

a person who agrees to work for free for his or her lifetime

Question 7:

A plantation is __________.

a large factory

a large farm

a tobacco plant

a large industry

Question 8:

In which ways did settlers interact with American Indians?

Settlers fought American Indians.

Settlers received help from American Indians.

Settlers traded with American Indians.

Settlers forced American Indians from their lands.

Question 9:

Which of the following describes African slaves in the United States but NOT American Indians?

They were forced to leave their homelands.

They were treated as property.

They were brought to the Southeast.

They were treated cruelly by settlers.
They were given fewer rights than white settlers.

**Question 10:**

Which were major sources of food for American Indians?

Check all that are true.

- [ ] farming
- [ ] trading
- [ ] hunting
- [ ] shopping
- [ ] gathering

**Question 11:**

Which European countries settled in the Southeast?

Check all that are true.

- [ ] the Netherlands
- [ ] England
- [ ] France
- [ ] Spain
- [ ] Portugal

**Question 12:**

Which describe the economy of the southeastern colonies?

Check all that are true.

- [ ] It was based on plantations.
- [ ] It was based on farming.
- [ ] It was based on slave labor.
genesis

Question 13:

How were indentured servants different than slaves?

- Indentured servants were treated as property, whereas slaves had contracts.
- Indentured servants had contracts, whereas slaves were treated as property.
- Indentured servants were always treated poorly, whereas slaves were always treated well.
- Indentured servants were always treated well, whereas slaves were always treated poorly.

Question 14:

Which describe how colonists and American Indians interacted?

Check all that are true.

- Colonists stole from American Indians.
- American Indians gave food to colonists.
- American Indians and colonists always fought for land.
- Colonists used American Indians as slaves.
4th Grade
Day 4
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When Animals Snooze

by Elizabeth Schleichert

Cat nap, anyone? Big cats are big sleepers. They may doze 12 to 20 hours a day, and in all kinds of places. Leopards sprawl out on branches. Lions and tigers doze every which way on the ground. But cats aren’t the only animals to kick back and catch some zzz’s! The animal world is filled with sleepyheads.

SNOOZING BASICS

But wait! What exactly is sleep? Here’s how many scientists define it: Sleep is a period of rest when an animal is less aware of its surroundings. The animal’s breathing and heartbeat slow down. And its brain waves show a pattern that is different from when the animal is awake.

Why do animals sleep? Many experts say sleep brings animals back to peak performance. It restores their bodies and gives them new energy to go about their normal activities. It’s kind of like recharging a cell phone.

Better not nod off yet. Read on for more totally dreamy facts.

CHILL-OUT ARTISTS

Bet you’re wondering if all animals sleep. Mammals and birds do, for sure. (They may also dream.) But what about other animals—reptiles, fish, amphibians, and insects, for instance? It’s not so easy to tell what’s going on with them, and experts disagree about whether they sleep.
Still, some of these animals often look as if they’re sleeping. It’s just that their brain waves don’t show the usual sleep patterns. Who knows? Maybe they’re just having a slightly different kind of sleep.

WHATEVER WORKS!

Sleeping animals doze in different ways. Take elephants. Like you, they lie down at night. But they don’t always snooze straight through. They may rise and feed a bit, then settle back down again—averaging about five hours of sleep a night. During the day, the elephants in a herd nod off now and then. When the calves lie down to nap, the adults often gather around them in a protective circle.

Animals that are active at night often sleep during the day. Fruit bats in Africa, for example, roost (rest or sleep) in the daylight. They crowd together in trees. Here, thousands of them hang upside down by their rear feet, which automatically tighten and get a grip so the bats don’t fall.

NORTHERN NAPS

Polar bears nap when there’s nothing better to do, especially after big meals. In summer, they may flop down on ice or snow—not just to sleep, but also to cool off. With its super-warm coat, a bear can easily overheat. So it has to chill out!

Other animals living in snowy places have the opposite problem: how to stay warm while sleeping! Foxes curl up and use their tails as scarves to help keep the cold off.

FISHY TRICKS

Fish brain waves may never show sleep patterns, but many fish seem to do some serious resting. The parrotfish, for example, squeezes itself into a rocky crevice at night and puts up its very own “tent.” The tent is actually a bubble made of clear mucus. The mucus oozes from the fish’s mouth, forming a protective sac. The mucus may keep tiny pests away, as well as help hide the fish’s scent from eels and other predators. The bubble may also act as an alarm. If a predator touches it, the parrotfish “wakes up,” bursts out, and swims off.

4
SPLISH, SPLASH, YAWN
Water is where you'll often find hippopotamuses sleeping, too. They loll their days away on river banks or in shallow lakes, using each other as puffy pillows. A hippo can doze nearly totally submerged but still be on the alert. That's because its eyes, ears, and nostrils are on the top of its head. But don't be fooled by a sleeping hippo's lazy, lumpy looks. If alarmed, it can awaken and charge a would-be attacker in an instant!

SLEEP ON THE FLY?
An albatross spends most of its life gliding on wind currents at sea. How does it find time to sleep? Experts aren't sure. The bird may alight on the water's surface and sleep there. Or, while flying, it may close down half of its brain—keeping the other half awake—for several seconds at a time.

PAUSE THAT REFRESHES
Many grazing animals live out in the open. They have to be on guard, ready to run from danger. So they often snatch short naps. Horses, for instance, sleep for only a few minutes at a time, often while standing. A horse's legs can "lock" in place, so the animal can sleep without the risk of falling down!

So now you know what's up when animals settle down!
1 Which question can be correctly answered by reading SNOOZING BASICS?

A Do insects sleep?
B Where do leopards sleep?
*C How do scientists define sleep?
D Does a fish's brain show sleep patterns?

2 In this passage, the author compares sleep to recharging a cell phone because sleep

*A gives animals more energy.
B slows down animals' breathing.
C slows down animals' heartbeats.
D gives animals different brain waves.

3 What does patterns mean as it is used in paragraph 6?

A the flight paths of airplanes
*B repeated actions people can observe
C models for making things, such as dresses
D designs in music or art with things that repeat

4 Which section explains how animals sleep in cold places?

A PAUSE THAT REFRESHES
B CHILL-OUT ARTISTS
C WHATEVER WORKS!
*D NORTHERN NAPS

5 In NORTHERN NAPS, the author compares a fox's tail to

*A a warm scarf.
B a brown flag.
C a winter coat.
D a small rabbit.
6  Read the graphic organizer.

Parrotfish Bubble

Keeps pests away

Hides fish's scent

Made of mucus

Which belongs in the empty circle?

*A  Acts as alarm
*B  Attracts predators
*C  Big enough for eels
*D  Formed above ground

7  Why do grazing animals usually take short naps?

*A  They sleep upside down.
*B  They are always hungry.
*C  They sleep in rivers or shallow lakes.
*D  They must be ready to run from danger.

8  What is the most likely reason animals face greater danger when they are asleep?

*A  Different animals have different sleep patterns.
*B  Sleep gives animals greater energy and strength.
*C  Animals are less aware of their surroundings during sleep.
*D  Animals that are active at night often sleep during the day.
A Identify two animals from the passage that sleep in groups. For each animal, use details to describe where or how they sleep.

Reading Item A Scoring Rubric—2014 Grade 4

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The response identifies two animals from the passage that sleep in groups and uses passage details to describe where or how each one sleeps.</td>
</tr>
<tr>
<td>3</td>
<td>The response identifies two animals from the passage that sleep in groups and uses passage details to describe where or how one of the animals sleeps.</td>
</tr>
<tr>
<td>2</td>
<td>The response identifies two animals from the passage that sleep in groups. <strong>OR</strong> The response identifies one animal from the passage that sleeps in groups and uses passage details to describe where or how the animal sleeps.</td>
</tr>
<tr>
<td>1</td>
<td>The response identifies one animal from the passage that sleeps in groups. <strong>OR</strong> The response demonstrates minimal understanding of the question.</td>
</tr>
<tr>
<td>0</td>
<td>The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.</td>
</tr>
<tr>
<td>B</td>
<td>Blank—No response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)</td>
</tr>
</tbody>
</table>
Lesson Topic: History of the Southeast, Part II

Question 1:

These banjos are on display at a pioneer museum in Tennessee.

What do these handmade banjos represent about the culture of the Appalachian settlers?

☐ Appalachian settlers went to cities to hear music.

☐ Appalachian settlers bought their instruments from special stores.

☐ Appalachian settlers used music for entertainment.

☐ Appalachian settlers made the things they used.

Question 2:

Many of these territories were already inhabited by American Indian tribes. Predict what happened as American settlers moved into land occupied by American Indians.
Question 3:

Look closely at the map below. Select the reasons why the reservation land was most likely chosen for Choctaw American Indians rather than for American settlers.

- The reservation was built on better land.
- The reservation is farther from the coast.
- The reservation has fewer rivers.
- The reservation is farther from towns built by settlers.

Question 4:

Based on the history between American Indians and the US government, do you think the tribes were allowed to remain in Oklahoma once white American settlers began moving farther west? Explain your answer.
Question 5:

Which of the following are reasons states in the South seceded from the Union?

- The states did not like President Lincoln.
- The states were worried slavery would be abolished.
- The states thought they should have the right to make their own laws about slavery.
- The states did not like the Missouri Compromise.
- President Lincoln said he wanted to abolish slavery in the entire United States.

Question 6:

In which ways do you think the North wanted the South to change after the South lost the Civil War?

- The North wanted the South to abolish slavery.
- The North wanted the South to stop growing cotton and tobacco.
- The North wanted the South to respect former slaves as people.
- The North wanted the South to become an industrial economy.
- The North did not want the South to change.

Question 7:

What is a pioneer?

- someone who is the last to farm a land
- someone who is the first to farm a land
someone who is the first to settle in a land
someone who is the last to settle in a land

Question 8:

What is the definition of cash crop?

☐ a crop grown for the farmer to eat
☐ a crop grown to be given away
☐ a crop grown to be sold
☐ a crop grown to be burned

Question 9:

What does abolish mean?

☐ to change yearly
☐ to keep permanently
☐ to stop temporarily
☐ to end completely

Question 10:

What is the Union?

☐ all the states in the Southeast
☐ all the provinces in Canada
☐ all the states in the United States
Question 11:

What is the definition of secede?

☐ to tear apart
☐ to unite together
☐ to break away
☐ to create anew

Question 12:

What was the Confederacy?

☐ the twenty-two states who stayed in the Union
☐ the thirteen states of the Southeast
☐ the territories west of the Mississippi River
☐ the eleven states who formed their own nation

Question 13:

What is a civil war?

☐ a war between different families in the same state
☐ a war between settlers and American Indians
☐ a war between groups in the same country
☐ a war between groups in different countries
Question 14:

Emancipation is ________.

☐ the act of signing a servant contract
☐ the act of freeing someone from slavery
☐ the act of enslaving an indentured servant
☐ the act of capturing someone as a slave

Question 15:

Which statements correctly describe life for pioneers in the Southeast?

☐ Pioneers traveled an easy path to get to the territories in the West.
☐ Pioneers moved west because they wanted to abolish slavery.
☐ Pioneers moved west so they could have more land.
☐ Pioneers lived far from cities or towns.
☐ Pioneers had to make their own houses, furniture, and entertainment.

Question 16:

Why did pioneers in the Southeast move westward?

☐ to build factories
☐ to claim more land for plantations
☐ to find spices
☐ to escape American Indians
Question 17:

Which of the following happened to American Indians as American pioneers and settlers moved westward, and new states formed?

Check all that are true.

☐ The US government respected the rights of American Indian tribes.

☐ American Indians were forced to leave their tribal lands.

☐ American Indians sold their tribal lands.

☐ The Supreme Court told settlers that they could not take tribal lands.

☐ Settlers fought wars with American Indians.

Question 18:

Why was the South against the abolition of slavery in the entire United States?

Check all that are true.

☐ The South did not like to agree with the North.

☐ Plantations felt dependent on slave labor to make money.

☐ People could not move westward without slaves.

☐ The economy of the South depended on farming.

Question 19:

Which was NOT a cause of the American Civil War?

☐ the attack on Fort Sumter

☐ the election of President Lincoln

☐ the different economies of the North and the South

☐ the Emancipation Proclamation

Question 20:

Which of the following abolished slavery in the entire United States?
the Constitution
the Thirteenth Amendment
the Declaration of Independence
the election of President Lincoln
the Missouri Compromise

Question 21:

Why did the economy of the Southeast have to change after the Civil War?

The Southeast’s trading economy was based on big cities, and the cities were destroyed in the Civil War.
The Southeast’s plantation economy was based on slave labor, and slavery was abolished after the Civil War.
The Southeast’s farming economy was based on indentured servants, and indentured servants were too expensive after the Civil War.
The Southeast’s manufacturing economy was based on slave labor, and slavery was abolished after the Civil War.

Question 22:

Which of the following describe how African Americans were treated after the Civil War?

Check all that are true.

- African Americans had to use separate facilities.
- African Americans were prevented from voting.
- African Americans were forced to leave the South.
- African Americans received equal treatment and rights as soon as they were freed.
4th Grade

Day 5
1 Mrs. Marne asked her students to find

- the number that is 100 less than 7,054 and
- the number that is 1,000 more than 7,054.

Which two numbers did Mrs. Marne ask the students to find?

A 6,954 and 6,054
B 6,954 and 8,054
* C 7,154 and 8,054
D 7,154 and 6,054

2 Alex is making a yogurt snack. The chart below shows the flavors of yogurt and the different toppings from which he has to choose.

**Snack Choices**

<table>
<thead>
<tr>
<th>Yogurt Flavor</th>
<th>Topping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lemon</td>
<td>Fruit</td>
</tr>
<tr>
<td>Peach</td>
<td>Granola</td>
</tr>
<tr>
<td>Strawberry</td>
<td></td>
</tr>
<tr>
<td>Vanilla</td>
<td></td>
</tr>
</tbody>
</table>

What is the total number of different combinations of 1 yogurt flavor and 1 topping that are possible?

A 4
B 6
* C 8
D 10

3 Which of the following do square pyramids and cubes have the same?

* A at least one common face shape
B an equal number of faces
C the number of vertices
D the number of edges

4 Each cube in the solid represents 1 cubic unit.

What is the volume of the figure?

A 24 cubic units
B 40 cubic units
C 44 cubic units
* D 48 cubic units
5. Which inequality statement shown below is true?

* A $572,439 > 572,349$
B $614,872 < 614,872$
C $743,347 > 743,374$
D $896,607 < 869,760$

6. Joaquin drew an angle that measured less than 90 degrees. Which of these could be Joaquin's angle?

A
B
* C
D
7. Which of the following is equal to 1,355?

A. 600 + 300 + 300 + 55
B. 500 + 500 + 300 + 50
C. 500 + 400 + 300 + 55
* D. 500 + 500 + 300 + 55

8. José waited at the bus stop for 2 minutes before the bus came. How many seconds did he wait?

A. 60 seconds
B. 100 seconds
* C. 120 seconds
D. 200 seconds

9. Tim bought 60 tulip bulbs. The bulbs come in packages of 4 bulbs. Which equation shows how to find the number of packages, \( p \), Tim bought?

A. \( 15 \times 4 = p \)
* B. \( 60 \div 4 = p \)
C. \( 4 \times 60 = p \)
D. \( 60 \div 15 = p \)

10. Which shape is a quadrilateral?

* A

B
C
D
Terry has 32 domino tiles. She divides the tiles into 4 piles. Which number sentence can Terry use to find how many tiles, \( t \), are in each pile?

* A  \( 32 \div 4 = t \)
* B  \( 4 \div 32 = t \)
* C  \( 32 \times 4 = t \)
* D  \( 32 + 32 + 32 + 32 = t \)
Oak Tree Elementary held a jump rope event. The top jump ropers in the school are shown in the table.

<table>
<thead>
<tr>
<th>Name</th>
<th>Number of Jumps in a Row</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew</td>
<td>75</td>
</tr>
<tr>
<td>Monique</td>
<td>90</td>
</tr>
<tr>
<td>Elaine</td>
<td>60</td>
</tr>
<tr>
<td>Kris</td>
<td>55</td>
</tr>
</tbody>
</table>

Which graph correctly shows the top jump ropers?
This is a picture of a hotel.

Which block model matches the hotel best?
14 Cameron's bus got to school at 8:05 A.M. If Cameron was on the bus for 25 minutes, at what time did he get on the bus?

A 7:25 A.M.
B 7:30 A.M.
*C 7:40 A.M.
D 8:30 A.M.

15 Katelyn and Marci picked up recycled-paper boxes from each of the classrooms in the school. Each of the 28 classrooms had 2 boxes of recycled paper. Which equation represents the total number of boxes Katelyn and Marci picked up?

A 28 ÷ 2 = 14
B 2 + 28 = 30
C 28 - 2 = 26
*D 2 x 28 = 56

16 What is the rule for this input/output table?

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>19</td>
</tr>
</tbody>
</table>

A Add 3, and then multiply by 4.
B Add 4, and then multiply by 3.
*C Multiply by 3, and then add 4.
D Multiply by 4, and then add 3.
17 A survey was taken of 130 fourth-grade students at Blair Elementary School to find out how they get to school. The results are displayed in the pictograph below.

**How We Get to School**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>bus</td>
<td>✈</td>
<td>✈</td>
<td>✈</td>
</tr>
<tr>
<td>car</td>
<td>✈</td>
<td>✈</td>
<td></td>
</tr>
<tr>
<td>van</td>
<td>✈</td>
<td></td>
<td></td>
</tr>
<tr>
<td>walk</td>
<td>✈</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bike</td>
<td>✈</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

✈ = ? students

How many students does each symbol represent?

A 1

* B 10

C 50

D 100

18 What is the probability of rolling a number less than 2 on a number cube that has sides labeled from 1 to 6?

* A \( \frac{1}{6} \)

B \( \frac{1}{5} \)

C \( \frac{2}{6} \)

D 1
19  The table below shows the relationship between the number of days and the amount of water Cedric drinks.

<table>
<thead>
<tr>
<th>Days</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water (ml)</td>
<td>300</td>
<td>600</td>
<td>900</td>
<td>1200</td>
<td>1500</td>
<td>1800</td>
</tr>
</tbody>
</table>

If the pattern continues, how much water will Cedric drink in 8 days?

A  1900 ml  
B  2000 ml 
C  2100 ml 
*D  2400 ml 

20  Keisha measured the height, in inches, of some friends. She wants to change the measurements to feet and inches.

<table>
<thead>
<tr>
<th>Keisha's Measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friend</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Ryan</td>
</tr>
<tr>
<td>Sam</td>
</tr>
<tr>
<td>Trina</td>
</tr>
<tr>
<td>Ulysses</td>
</tr>
</tbody>
</table>

How tall is Ryan in feet and inches?

A  3 feet 2 inches  
*B  3 feet 10 inches  
C  4 feet 2 inches  
D  4 feet 10 inches  

25
Mathematics Item A—2014 Grade 4

A The following numbers all have exactly two digits that are 9 and one or more digits that are 0.

90,090 9,000,090 909,000 99,000 990 9,009,000

1. Write the numbers in order from least to greatest.

2. Write another number so that it meets all of the following:
   - It is seven digits long.
   - It has exactly two digits that are 9.
   - The other digits can be any number other than 9.
   - It is the largest possible number.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Mathematics Item A Scoring Rubric—2014 Grade 4

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The student earns 4 points. The response contains no incorrect work.</td>
</tr>
<tr>
<td>3</td>
<td>The student earns 3 points.</td>
</tr>
<tr>
<td>2</td>
<td>The student earns 2 points.</td>
</tr>
<tr>
<td>1</td>
<td>The student earns 1 point, or some minimal understanding is shown.</td>
</tr>
<tr>
<td>0</td>
<td>The student earns 0 points. No understanding is shown.</td>
</tr>
<tr>
<td>B</td>
<td>Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)</td>
</tr>
</tbody>
</table>
1 "Time to get up, Bobaroo!" said Bobby's mother. "Your dad is making pancakes. And by the way, do you know what you want for your birthday yet?"

Bobby grimaced. Bobaroo? He was turning 12 tomorrow, and his family still called him by these babyish nicknames. He liked his real name: Bobby Joshua Abramsky. He was probably the only person in the world with that name.

3 Bobby got dressed, picked up his guitar, and slung it on his shoulder. The guitar was his birthday present last year. His favorite music was Delta blues and he was getting pretty good at it. But nobody noticed that either.

"Morning, Boychick!" called his father in the kitchen.

"What's up, Frying Pan?" said his brother. "Still carrying that stupid guitar around?"

Aargh! Right then Bobby decided that he wouldn't answer unless they called him by his real name.

"Here you go, Cowboy," said his father. "Eat 'em while they're hot. So have you decided on what you want for your birthday?"

Bobby poured on the syrup and ate in silence.

***
Outside, his mom was planting daffodil bulbs. "Don't step on the flowerbed, Cutie Pie."

His dad was raking leaves. "So, Captain Boo, should we have pizza at your party?"

His brother came out. "Hey, Saggy Pants, I know what you should play at your party. Pin the tail on the donkey. Only you can be the donkey!"

Bobby just glared at his brother. Then he got on his bike and rode to the park.

Bobby sat on a swing. He had told his family tons of times that he didn't like childish names. How could he get them to listen for a change?

***

Bobby found everyone in the living room, hanging decorations. He swung the guitar into his hands. He played some bluesy notes. He started to sing.

_I know it's my birthday but I've totally got the blues._

_I've tried to tell you why, but you aren't picking up the clues._

_You can make it right if you just listen to my news._

His mom and dad and brother all turned to listen. Bobby hit another chord.

_Don't call me Cutie Pie, Cowboy, or Bobaroo_

_Don't call me Saggy Pants, Frying Pan, or Captain Boo._

_'Cause I hate nicknames and you know that it is true._

_If you want to make me happy, listen to my song._

_For my birthday present you really can't go wrong._

_If you call me by my real name all . . . day . . . long!_

For a moment nobody said anything.

"Of course . . . Bobby," said his dad. "We won't call you nicknames anymore."

"That's right, Bobby," his mom agreed. "After all, you are turning 12."

"Sure, Bobby," his brother chimed in.

"Good," Bobby said. Then he smiled. "And by the way, I'd also like a dog, a skateboard, and a Fender Stratocaster!"

1 Fender Stratocaster: a popular model of electric guitar designed in 1954
9. Read the graphic organizer.
   
   Bobby
   
   Plays guitar
   
   Likes his name
   
   Hates nicknames

Which of the following best fits in the empty circle?

A. Owns skateboard
B. Thinks no one listens
C. Always eats in silence
D. Calls brother nicknames

10. What does by the way mean as it is used in paragraph 1?

A. along the road
B. in a louder voice
C. on a different topic
D. toward this direction

11. Which question can be correctly answered by reading paragraph 3?

A. What is Bobby’s full name?
B. What is Bobby’s favorite music?
C. How old will Bobby be tomorrow?
D. How does Bobby get his family to listen?

12. Which resource would best help readers learn more about the Delta blues?

A. an atlas
B. an English textbook
C. a book about music styles
D. a book about how to play the guitar

13. Which words from the passage best help the reader picture how Bobby reacts to the nicknames?

A. Bobby poured on the syrup and ate in silence.
B. The guitar was his birthday present last year.
C. He was probably the only person in the world with that name.
D. Bobby found everyone in the living room, hanging decorations.
14 The ellipses (three dots) in the last two lines of Bobby’s song tell the reader that the singer

A speeds up.
* B slows down.
C sings loudly.
D sings quietly.

15 What does the phrase chimed in mean as it is used in paragraph 18?

A spoke first
B rang a bell
C said in a musical tone
* D added to the discussion

16 Read the graphic organizer.

Which story event belongs in the empty box?

A Bobby’s family agrees not to call him nicknames.
B Bobby asks for a dog and a skateboard.
C Bobby’s father calls him “Boychick.”
* D Bobby rides his bike to the park.
B Describe Bobby at the beginning of the story, using at least two details from the passage. Then, describe how he is different at the end of the story, using at least two details from the passage.

**Reading Item B Scoring Rubric—2014 Grade 4**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The response describes Bobby at the beginning of the story using at least two passage details and describes Bobby at the end of the story using at least two passage details.</td>
</tr>
</tbody>
</table>
| 3     | The response describes Bobby at the beginning of the story using at least two passage details and describes Bobby at the end of the story using only one passage detail.  
**OR**  
The response describes Bobby at the beginning of the story using only one passage detail and describes Bobby at the end of the story using at least two passage details. |
| 2     | The response describes Bobby at the beginning of the story using only one passage detail and describes Bobby at the end of the story using only one passage detail.  
**OR**  
The response describes Bobby at the beginning of the story using at least two passage details.  
**OR**  
The response describes Bobby at the end of the story using at least two passage details. |
| 1     | The response uses one passage detail to describe Bobby at either the beginning or at the end of the story.  
**OR**  
The response demonstrates minimal understanding of the question. |
| 0     | The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant. |
| B     | Blank—No response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.) |
1 Mrs. Hale will be teaching science classes in the school garden this spring. Students will learn about plants, about soil, and about gardening. Before school is over, students will get to eat their own fresh vegetables.

Jim wrote this story for the school newspaper. Who will most likely read it?

A flower shop owners  
B grocery store owners  
C scientists and farmers  
D students and teachers

2 There once was a boy with a kite,  
Who loved to watch it in flight.  
Spinning up and down  
And sailing around,  

Which line best completes the limerick?

A It never made a noise.  
B It was really awesome.  
C It always made his day.  
D It gave him great delight.

3 Anna wrote a description of what an armadillo looks like. Which of these graphics would go best with her writing?

A a map that shows where armadillos live  
B a photograph or drawing of an armadillo  
C a table with information about armadillo babies  
D a chart showing the number of armadillos in Anna's area

4 Pat and I went to a baseball game yesterday. It _______ a very good game, and our favorite team _______.

Which choice correctly completes the sentence?

A was, won  
B is, wins  
C is, is winning  
D was, wins
WRITING PROMPT

Your school is sponsoring an essay contest and you decide to enter. You are to write on the following topic:

**What are some good ways to cheer up a classmate?**

Before you begin to write, think about ways to cheer up a classmate. What are things that you can do to help someone feel better? How do these things cheer up someone?

Now write an essay for the contest about good ways to cheer up a classmate. Give enough detail so that your readers will understand.

---

WRITER’S CHECKLIST

1. Look at the ideas in your response.
   - Have you focused on one main idea?
   - Have you used enough detail to explain yourself?
   - Have you put your thoughts in order?
   - Can others understand what you are saying?

2. Think about what you want others to know and feel after reading your paper.
   - Will others understand how you think or feel about an idea?
   - Will others feel angry, sad, happy, surprised, or some other way about your response? (Hint: Make your reader feel like you do about your paper’s subject.)
   - Do you have sentences of different lengths? (Hint: Be sure you have a variety of sentence lengths.)

3. Look at the words you have used.
   - Have you described things, places and people the way they are? (Hint: Use enough detail.)
   - Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)
   - Have you used the right words in the right places?

4. Look at your handwriting.
   - Can others read your handwriting with no trouble?

---

Are your sentences alike? (Hint: Use different kinds of sentences.)
Domain Scoring Rubric

Content (C)
The Content domain includes the focusing, structuring, and elaborating that a writer does to construct an effective message for a reader. It is the creation of a product, the building of a composition intended to be read. The writer crafts his/her message for the reader by focusing on a central idea, providing elaboration of the central idea, and delivering the central idea and its elaboration in an organized text. Features are:
- Central idea
- Elaboration
- Unity
- Organization

Style (S)
The Style domain comprises those features that show the writer purposefully shaping and controlling language to affect readers. This domain focuses on the vividness, specificity, and rhythm of the piece and the writer’s attitude and presence. Features are:
- Selected vocabulary
- Sentence variety
- Selected information
- Tone
- Voice

Sentence Formation (F)
The Sentence Formation domain reflects the writer’s ability to form competent, appropriately mature sentences to express his/her thoughts. Features are:
- Completeness
- Standard word order
- Absence of fused sentences
- Expansion through standard coordination and modifiers
- Embedding through standard subordination and modifiers

Usage (U)
The Usage domain comprises the writer’s use of word-level features that cause written language to be acceptable and effective for standard discourse. Features are:
- Standard inflections
- Agreement
- Word meaning
- Conventions

Mechanics (M)
The Mechanics domain includes the system of symbols and cueing devices a writer uses to help readers make meaning. Features are:
- Capitalization
- Punctuation
- Formatting
- Spelling

Scoring Scale
Each domain is scored independently using the following scale.
4 = The writer demonstrates consistent, though not necessarily perfect, control* of almost all of the domain’s features.
3 = The writer demonstrates reasonable, but not consistent, control* of most of the domain’s features, indicating some weakness in the domain.
2 = The writer demonstrates inconsistent control* of several of the domain’s features, indicating significant weakness in the domain.
1 = The writer demonstrates little or no control* of most of the domain’s features.
*Control: The ability to use a given feature of written language effectively at the appropriate grade level. A response receives a higher score to the extent that it demonstrates control of the features in each domain. The application of the scale, using actual student writing, is done with the assistance of a committee of Arkansas teachers, language arts supervisors, and representatives of the Arkansas Department of Education.

Nonscoreable and Blank Papers
Nonscoreable papers include student responses that are off-topic, illegible, incoherent, written in a language other than English, or too brief to assess. Nonscoreable papers will receive a score of “0.” Blank papers indicate no response was written and will be reported as NA (no attempt), which translates into a score of “0.”
Lesson Topic: The Southeast Today

Question 1:

Atlanta and Charlotte are both headquarters for major businesses. Think about what else they have in common. Which resource do they both have that appeals to major businesses?

☐ Both cities have major international airports.

☐ Both cities are in Research Triangle Park.

☐ Both cities are close to plantations.

☐ Both cities are on major rivers.

Question 2:

Why does Louisiana have so many ports?

☐ The French were the only European settlers who built ports.

☐ Louisiana is on the Gulf Coast.

☐ Louisiana grows the most crops.
The Mississippi River runs through Louisiana.

Question 3:

Bluegrass music is from the Appalachian Mountains. It blends Irish, Scottish, and African music. Based on what you know about the culture of this region, which of these statements are true?

- Bluegrass songs usually tell stories.
- Bluegrass songs use a lot of electric instruments.
- Bluegrass was influenced by the music of French settlers.
- Bluegrass was influenced by the music of African slaves.

Question 4:

Which of the following correctly describe barbecue?

- The meat is roasted slowly over a fire.
- Different states have unique recipes.
- The meat is prepared in a factory.
- The meat is prepared by hand.
- The recipe is the same everywhere.

Question 5:

The Robinsons want to visit historic sites in the Southeast to learn more about important people and events in the region's history. Which of these attractions should they visit?

- Fort Sumter National Monument
- Great Smoky Mountains National Park
- Everglades National Park
Which national parks, historic sites, and tourist attractions would you like to visit in the Southeast? Choose at least two places to visit, and explain why you are interested in each place.

<table>
<thead>
<tr>
<th>Attractions in the Southeast</th>
</tr>
</thead>
<tbody>
<tr>
<td>the Natchez Trace Parkway</td>
</tr>
<tr>
<td>the Great Smoky Mountains</td>
</tr>
<tr>
<td>Mammoth Cave</td>
</tr>
<tr>
<td>the hot springs</td>
</tr>
<tr>
<td>Fort Sumter</td>
</tr>
<tr>
<td>the Everglades</td>
</tr>
</tbody>
</table>

Question 7:

What is jazz?

☐ a type of drum that came from the Caribbean islands in the late 1700s
a style of music that came from the pioneer culture in the early 1800s

a type of trumpet that came from American Indian tribes in the late 1600s

a style of music that came from African American culture in the early 1900s

Question 8:

What is a craft?

a handmade object

a machine-made object

a priceless object

a useless object

Question 9:
Which cities are ports?

☐ Orlando, Florida
☐ Richmond, Virginia
☐ Raleigh, North Carolina
☐ Memphis, Tennessee
☐ Miami, Florida
☐ New Orleans, Louisiana
☐ Baton Rouge, Louisiana
☐ Columbia, South Carolina

Question 10:

Before the Civil War, most people in the Southeast lived and worked in ________. Today, most people live and work in ________.

☐ the suburbs; the country
☐ the country; cities
☐ cities; the country
☐ cities; the suburbs

Question 11:

Which types of industry can be found in the Southeast?

Check all that are true.

☒ automobile
☒ communications
☐ healthcare
Question 12:
Which industries employ people in the rural areas of the Southeast?
Check all that are true.
☐ mining
☐ fishing
☐ research
☐ healthcare
☐ farming

Question 13:
Which statements describe cultures of the Southeast?
Check all that are true.
☐ Cajuns live in Louisiana and still speak a form of French.
☐ Appalachian culture has a tradition of filmmaking.
☐ Cajuns live in Georgia and still speak a form of Spanish.
☐ Appalachian culture has a tradition of storytelling.

Question 14:
Which of these attractions are historic sites in the Southeast?
Check all that are true.
☐ Kennedy Space Center
☐ Monticello
☐ Fort Sumter
☐ the Statue of Liberty