

Name: _____

HR: _____

School Closure Packet

Science and

Social

Studies

5th-Ms. Sollie

Name: _____

Name: _____

March 17

Session 2

Directions:

Today, you will take Session 2 of the Grade 5 Social Studies Practice Test.

Read each source and question. Then, follow the directions to answer each question. Mark your answers by circling the correct choice. If you need to change an answer, be sure to erase your first answer completely. You may look back at the sources when needed.

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

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

Source 2**Adapted from a Letter by William Bradford to John Winthrop (1640)**

In this letter, Plymouth Colony governor William Bradford wrote to Massachusetts Bay Colony governor John Winthrop. At the time, Massachusetts Bay Colony was the largest Puritan colony in New England.

I am informed by good intelligence that the Narragansetts have . . . sent a great present, both of white and black beads, to the Mohawks. The gift was sent to get their help against you, and your friends. And the Mohawks have received their present, and promised them aid, and said they will be ready for them, and do encourage them with hope of success.

Source 3**Adapted from a Letter by Nathanael Greene (1781)**

In this letter, General Nathanael Greene wrote to two traveling Quaker preachers who wanted to move into the area that was under Greene's command.

From the good opinion I have of your people, I am now persuaded your visit is purely religious and have granted you a pass. I shall be happy if your ministry shall contribute to the establishment of morality and brotherly kindness. No country ever needed it more.

I understand Quakers are against war but I know you are fond of both political and religious liberty. This is what we are arguing for. By the blessing of God we hope to establish them.

GO ON TO NEXT PAGE

[illegible]

Session 3

Directions:

Today, you will take Session 3 of the Grade 5 Social Studies Practice Test.

Read each source and question. Then, follow the directions to answer each question. Mark your answers by circling the correct choice. If you need to change an answer, be sure to erase your first answer completely. You may look back at the sources when needed.

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

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

Source 2

To be sold, on board the ship *Bance Island* . . . Negroes, just arrived from the Windward & Rice Coast (around 1780)

This announcement for a sale of enslaved Africans near Charleston appeared in a South Carolina newspaper. Rice was a major crop in South Carolina. Many enslaved West Africans were taken to South Carolina and forced to work in the rice fields. The text of the advertisement is as follows:

To be sold on board the ship *Bance Island*, on Tuesday the 6th of May next, at Ashley-Ferry; a choice cargo of about 250 fine, healthy Negroes, just arrived from the Windward & Rice Coast. The utmost¹ care has already been taken, and shall be continued, to keep them free from the least danger of being infected with the SMALL-POX, no boat having been on board, and all other communication² with people from Charles-Town prevented.

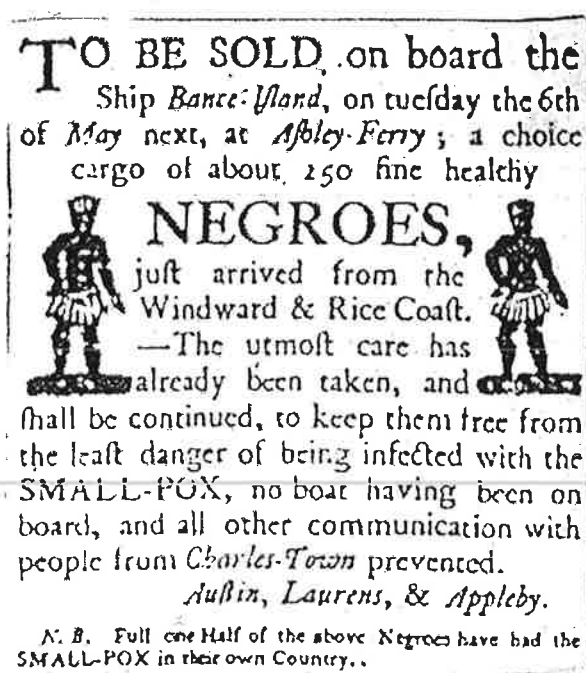
Austin, Laurens, & Appleby.

N.B.³ Full one half of the above Negroes have had the SMALL-POX in their own Country.

¹utmost: greatest

²communication: contact

³N.B.: Short for *nota bene*, a Latin phrase that means "pay special attention"



TO BE SOLD, on board the
Ship *Bance Island*, on tuesday the 6th
of May next, at *Ashley-Ferry*; a choice
cargo of about 250 fine healthy
NEGROES,
just arrived from the
Windward & Rice Coast.
—The utmost care has
already been taken, and
shall be continued, to keep them free from
the least danger of being infected with the
SMALL-POX, no boat having been on
board, and all other communication with
people from *Charles-Town* prevented.
Austin, Laurens, & Appleby.
N. B. Full one Half of the above Negroes have had the
SMALL-POX in their own Country..

Source: National Park Service.

27. Which statement **best** describes how Europeans adapted to life in the Low Country, the region that lies along the South Carolina coast?
- A. They used local grasses to build houses based on indigenous structures.
 - B. They harnessed the power of rivers to run factories that made goods out of cloth.
 - C. They used the fertile soil and abundant fresh water to grow cash crops.
 - D. They relied on the ocean for the whales that they harvested for meat and oil.
28. Based on Source 1 and Source 2, which statement describes one main reason that South Carolina plantation owners sought out enslaved people from the Rice Coast of West Africa to labor in their fields?
- A. West Africans from the Rice Coast were in better health than plantation owners in South Carolina.
 - B. West Africans from the Rice Coast had specific agricultural experience that plantation owners in South Carolina lacked.
 - C. Enslaving people from other parts of West Africa was forbidden by the British government.
 - D. People from other parts of West Africa were not captured and enslaved.
29. Based on Source 2 and Source 3, which characteristic of Charleston was **most important** to its role in the Atlantic slave trade?
- A. Charleston was in an area that had few mosquitos to spread smallpox.
 - B. Charleston was surrounded by swamps that made the city difficult to attack.
 - C. Charleston was between two larger cities that had outlawed the slave trade.
 - D. Charleston was next to a natural ocean harbor where ships from Africa could dock.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard ruled document.

Source 2

**Adapted from *A History and General Description of New France* (1744)
by Francois-Xavier de Charlevoix**

In this text, Francois-Xavier de Charlevoix, a French priest who traveled in New France, writes about the colony before the French and Indian War. At the time, the French were allied with the Algonquin and Huron, while the British were allied with the Iroquois.

The British shared with the French in fur trade. This was the chief motive of their encouraging war between us and the Iroquois. The British could get no good furs, which come from the northern districts, except by means of the Iroquois, who could not make peace with France without losing access to the northern districts.

The sole resource of the province lay in our alliance with the Algonquin and Huron. But there was constant fear of our losing these allies. The British were constantly making them presents and the most extravagant promises to lure¹ them away from us.

¹**lure:** to tempt someone to do something

Source 3

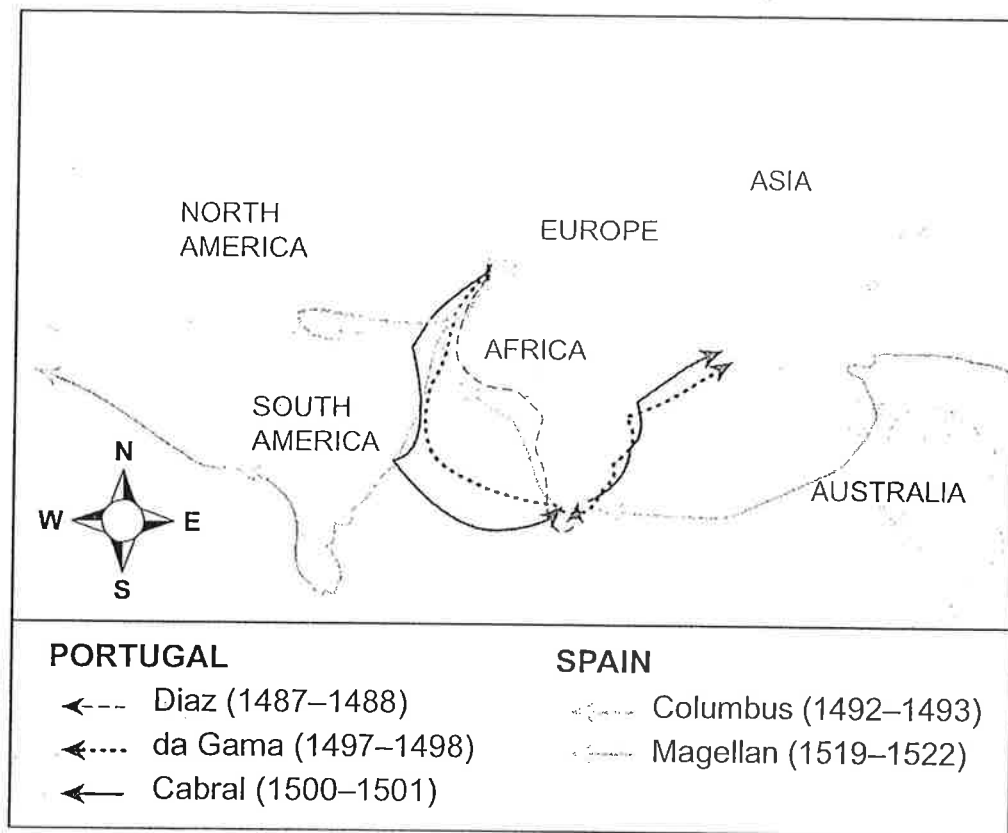
**Adapted from an Editorial in the *Pennsylvania Gazette* (May 9, 1754)
by Benjamin Franklin**

The confidence of the French in this war seems reasonable given the lack of unity in the American colonies. It is difficult to get so many different governments to agree on measures for our common defense. Our enemies have the advantage of being under one direction with one council and one source of money. The French believe that they may break the most solemn treaties between the two nations. That they can kill and imprison our traders and take their goods. They murder and scalp our farmers and their wives and children. They take the parts of the British Territory they find useful. If they are permitted to do so, it will end in the destruction of the British interest, trade, and plantations in America.

36. Using Source 2, which statement **best** explains how French and Native American relations contributed to the French and Indian War?
- A. The French denied Britain's Native American allies access to the best hunting areas.
 - B. The French made deals with Native Americans that caused problems for British traders.
 - C. The French tried to convince Britain's Native American allies to break their treaties.
 - D. The French urged Native Americans to build trading posts in territories controlled by the British.

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

Routes of Explorers



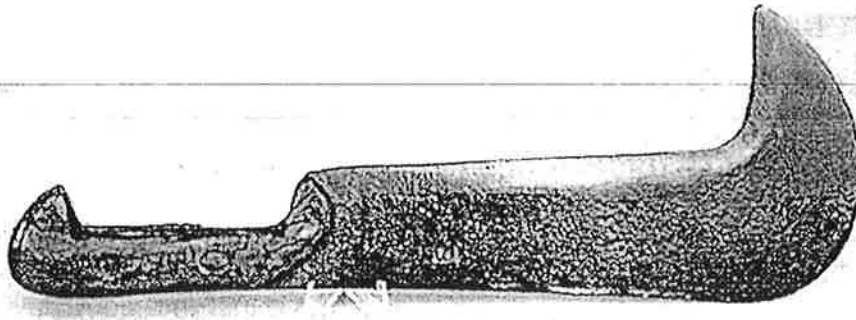
How does the map support the idea that European explorers had an economic motivation?

- A. It shows explorers traveling to African countries to trade manufactured goods for gold and silver.
- B. It shows explorers departing from South American countries with raw materials to take back to Europe.
- C. It shows explorers searching for new trade routes to meet the demand for spices from Asia.
- D. It shows explorers returning to Europe after finding no place to sell their products.

41. Which statement **best** explains how demand for a product affected the environment in the New England colonies?
- A. The desire for new foods caused an increase in plant types.
 - B. The need for medicine led to the increased harvesting of plants.
 - C. The need for oil led to the decrease of whale populations.
 - D. The desire for seafood caused a decrease in fish populations.
42. **Use the photograph and your knowledge of social studies to answer the question.**

Eighteenth Century Iron Knife

The English Parliament passed the Iron Act in 1750. The act limited the growth of manufacturing in the British colonies while encouraging manufacturing in Great Britain. The law allowed colonies to mine iron ore, but prohibited them from using that ore to make products like the one in the photograph.



Source: National Park Service.

What was the **main** environmental impact of producing goods like the one in the photograph?

- A. Water resources were used to clean the iron tools.
- B. Trees were cut down to provide fuel for the iron mills.
- C. Forests were burned down by fires started in iron mills.
- D. Acid used to manufacture iron tools increased pollution.

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

Drawing of the First Assembly of the House of Burgesses (1619)

This drawing shows a representative addressing the first meeting of the House of Burgesses in the Virginia Colony. The House of Burgesses was the first representative government in the American colonies.



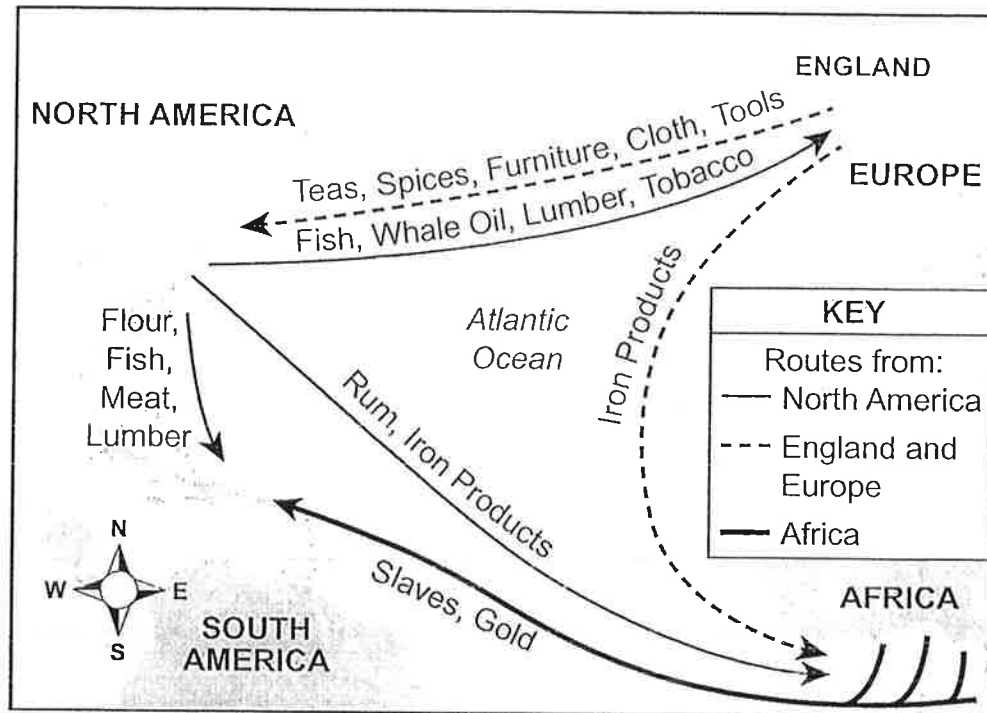
Source: Archive Photos/Getty Images, Inc.

Which statement **best** explains how the founding of the House of Burgesses in Virginia influenced the development of government in the United States?

- A. The House of Burgesses adopted rules for creating a senate.
- B. The House of Burgesses allowed citizens to elect legislators.
- C. The House of Burgesses established a bill of rights.
- D. The House of Burgesses granted women the right to vote.

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

Triangular Trade Routes in the 1600s and 1700s



How did the triangular trade routes economically benefit England?

- The trade routes provided slave labor to England so that its agriculture could be made more profitable.
- The trade routes provided raw materials to England that could be turned into finished products and sold to its colonies.
- The trade routes allowed England to sell its natural resources to its colonies in exchange for manufactured goods.
- The trade routes allowed England to create factories in its colonies so that it could have access to cheap goods.

French and Indian War

The French and Indian War was a conflict between England and France over territory in North America. The war lasted from 1754 to 1763. American Indians fought on both sides of the war. England and France had colonies in North America years ago in the 1750s. England wanted to settle (live) in the Ohio River Valley and trade with the Native Americans who lived there. The French did not like this at all. Both countries had claimed the same land. The French had warned England to stop trading with the Indians on their land. Not many French lived in North America. There were fewer than one hundred thousand French living in North America at the time. The French constructed forts (buildings) to make sure that their trade with the Indians was safe. Trade with the Indians brought goods and money. In 1754, the governor of Virginia sent the military to move the French out of Western Pennsylvania. The Governor sent George Washington to lead an army against the French. He was defeated. England and France began sending supplies and soldiers to North America.

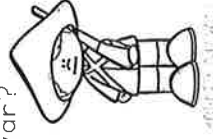
England declared war on France. The war for control of the valley was called the French and Indian War. Most American Indians in the region were friends or allies of the French because the French treated them with respect. The American Indians liked the French because treated them as trading partners and not with disrespect. A congress of the British colonies met in Albany, New York in 1754. Benjamin Franklin, a public leader, thought the colonies should work together to defeat France. He tried to persuade the public that each colony would still have its own government. They would also create one government together to decide important issues. The colonists did not like his idea. They did not want to join together with one government.

England sent more soldiers to North America in 1757. By England sending more soldiers, this helped defeat the French in Canada. The British would capture Quebec, a major city in Canada, and then Montreal. In 1763, Britain and France ended the war and signed the Treaty of Paris. France would then give England the control of Canada and most of the land east of the Mississippi River. To avoid more conflict with American Indians, England issued the Proclamation of 1763. It officially recognized Indians' right to the land. It ensured that colonists could not settle (or live) in any place west of the Appalachian Mountains. Upon learning about this, the colonists were now furious. Colonists wanted to settle on the land.

To pay for the French and Indian War, England forced colonists to pay taxes to pay off its war debt. The colonists did not have any representation in England's government. They did not like this. They became so enraged that they started a revolution known as the American Revolution. This war eventually gave colonists their independence from England.

Name: _____

1. What did the French and Indians fight over?
 - a. Proclamation of 1763
 - b. The Hudson River Valley
 - c. The Ohio River Valley
 - d. trade
2. How long did the war last?
 - a. 8 years
 - b. 9 months
 - c. until 1763
 - d. 9 years
3. How was trade a problem between the French and British?
 - a. France had warned England to stop trading with Indians on their land.
 - b. Native Americans were being dishonest.
 - c. The English taxes were too high.
 - d. The war debt was too high.
4. What document avoided more problems with American Indians?
 - a. Declaration of Independence
 - b. Proclamation of 1763
 - c. Proclamation of 1754
 - d. Native American Act of 1763
5. Which was NOT a reason for the war?
 - a. Fort Protection
 - b. Trade
 - c. Land
 - d. Native Americans



French and Indian War

Name: _____

1. What two events happened in 1754?

2. How were the Indians involved in this war?

3. What did England do to make French want to end the war?

4. How did the colonists and the British get along after the French and Indian War ended?

Pretend you have to choose a side to fight on during this war. Whose side do you choose and why? Be sure to use evidence from the text to support your opinion.

Name: _____ Class: _____

Betwixt & Between

Growing up African American in Revolutionary Times

By Leslie Anderson Morales
2000

During a majority of the 1700s, the Thirteen Colonies, what would eventually become the United States, were controlled by England. The colonies gained independence after the American Revolution, which lasted from 1775 to 1783. In this informational text, Leslie Anderson Morales discusses African Americans' experiences during this period of time. As you read, take notes on how African Americans were treated in the colonies.

- [1] What was it like to be African American in the 1700s? A lot depended on where you lived. An enslaved African who was one of 300 on a Virginia tobacco plantation¹ had a different life from his brother who was the only slave owned by a New York shoemaker.

Black men and women worked in many trades and occupations.² In 1770, one in five Americans were of African descent.³ Without them buildings would not have been built, farms would not have been tended, and merchants⁴ would not have grown rich.



"James Hopkinsons Plantation Slaves Planting Sweet Potatoes" by Library of Congress is in the public domain.

Children worked alongside adults in the fields, kitchens, stables, and shops. Even young children had chores to do and little time to play. They survived in a world where boys and girls could be sold for \$4,500.

African Americans hated slavery and tried to escape whenever they could. Some who fled from slavery joined the British. They hoped to gain freedom in return for their labor. For example, Ralph and Nancy Henry escaped from slavery to the British lines,⁵ where their daughter, Molly, was born free.

- [5] Some enslaved men and women earned small wages from their owners. They saved for years to buy freedom for themselves, family, and friends. It was a hard struggle, though. In 1790, the first U.S. Census⁶ counted more than 750,000 African Americans. Only about 60,000 were free.

Whether slave or free, adults taught children their African heritage — history, customs, songs, and skills. It didn't matter where you or your ancestors had come from in Africa. What mattered was freedom — the freedom you had known in Africa or the freedom you dreamed of in America.

1. an area of land that has plants that are grown for food
2. jobs
3. the background of a person
4. a person who buys and sells goods for money
5. borders
6. an official count of a population

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the central idea of the text?
 - A. When many Africans came to America, it was under the belief that they would have freedom.
 - B. While African American men and women had to work all the time, children were allowed to play and learn.
 - C. Many enslaved African Americans were paid for their work and were able to buy their freedom eventually.
 - D. In the 1700s, many African Americans were slaves and forced to work for no, or very little, money.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Black men and women worked in many trades and occupations. In 1770, one in five Americans were of African descent." (Paragraph 2)
 - B. "For example, Ralph and Nancy Henry escaped from slavery to the British lines, where their daughter, Molly, was born free." (Paragraph 4)
 - C. "They saved for years to buy freedom for themselves, family, and friends. It was a hard struggle, though." (Paragraph 5)
 - D. "What mattered was freedom — the freedom you had known in Africa or the freedom you dreamed of in America." (Paragraph 6)

3. Which alternate title best expresses the main idea of the text?
 - A. How to Escape Slavery in the 1700s
 - B. Slavery in America During the 1700s
 - C. The Complete History of Slavery in America
 - D. Life in Africa Before Slavery in America

4. How does the text help readers understand how horrible it was to be a slave?



Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the text, the author discusses how many African Americans were enslaved in the United States. How has the treatment of black citizens in America changed over time?
2. Why do you think people in America forced African Americans to work for them for no money?
3. Why do you think it's important that we remember America's history of slavery? Do you think we can learn anything from studying America's history of slavery? Why or why not?

Name: _____ Class: _____

French and Indian War

By USHistory.org
2016

In 1754, the final round of conflict in a series of wars between France and Great Britain broke out in its North American theater. In the United States, it would be referred to as the French and Indian War. The following text recounts the events of the French and Indian War—what the struggle between two European powers meant for the people living in the New World, and the ramifications of this contest for land and power. As you read, take notes on the reasons each side participated in the war, particularly for Native Americans, and how the outcome of the fighting affected each group.

European Struggle for Dominance

- [1] The New World served as the stage for a small but significant part of the struggle for global domination between England and France. France established French colonies, called New France, as early as the 1530s along the shores of modern-day Canada and stretching inland towards the Great Lakes region.¹ During the 1600s, France was the dominant power on the European continent, emerging victorious from the Thirty Years War.² Louis XIV, the Sun King,³ built a palace at Versailles that made him the envy of every European monarch.⁴ French language, art, and literature prevailed on the continent. Meanwhile, England was in the throes of civil war.⁵ As the century drew to a close, however, England was ready to start settling the New World.



"Photo Adventure 23 Jan 2015" by Courtney Santos is licensed under CC BY-NC-ND 2.0.

1. The Great Lakes are a series of interconnected freshwater lakes. They and the surrounding region is located in the upper Midwest region of North America on the Canada-United States border.
2. The Thirty Years' War (1618-1648) was a series of wars in Central Europe. It was one of the longest and most destructive conflicts in European history, resulting in approximately eight million deaths. It began as a conflict between various Protestant and Catholic states, but ended up as a more general war between larger European powers. It's inaccurate to say France "won" such a prolonged and complicated war, but one of the results of their participation was the rise of the Bourbon dynasty.
3. Louis XIV (1638-1715), known as the Sun King (le Roi-Soleil), was a member of the House of Bourbon and ruled as King of France from 1643 until his death in 1715. His reign was known for its opulence, centralized power, and patronage of the arts.
4. **Monarch (noun):** a sovereign head of state, especially a king, queen, or emperor
5. The English Civil War (1642-1651) consisted of a series of armed conflicts and political plots between Parliamentarians and Royalists over the form of England's government. The civil war deposed of two different monarchs (Charles I and Charles II) and was the first step towards England's constitutional monarchy.

During the century that preceded⁶ American independence, England and France would fight four major wars, with the rest of Europe and eventually North America participating as well. With each conflict, France would slowly lose power, territory, and influence. King William's War⁷ and Queen Anne's War⁸ led to the removal of French power from Acadia, now Nova Scotia.⁹ After losses were incurred during King George's War,¹⁰ the French maintained their North American holdings only by ceding¹¹ land to Britain elsewhere. The final round of war would remove France from the continental mainland altogether.

Round four, the final conflict of this particular global struggle between England and France, broke out in 1754. Unlike the three previous conflicts, this war *began* in the New World. French and British soldiers butted heads with each other over control of the Ohio Valley. At stake were the lucrative¹² fur trade and access to the all-important Mississippi River, the lifeline of the frontier to the west. A squadron of soldiers led by a brash,¹³ twenty-two-year-old George Washington attacked a French stronghold named Fort Duquesne. Soon after the attack, Washington's troops were forced to surrender. Shortly after that, a second British force was also met with defeat. When news of this reached London, war was declared, and the conflict known in Europe as the Seven Years War began. Americans would call this bout the French and Indian War.

Forging Alliances

The name "French and Indian War" obscures the fact that Native Americans fought on both sides of this conflict, as well as in other campaigns between Britain and France—and later in the American Revolution. Faced with an invading force of European settlers and imperialists,¹⁴ Native Americans only had so many choices; forming temporary coalitions¹⁵ was one of the few routes they could take. These alliances were based more on practicality than cultural similarities. Often, tribes would pit one side against the other as a means of survival. In the eyes of many Native Americans, this conflict, like many other conflicts, merely settled which group of Europeans that the natives would have to deal with later.

- [5] A majority of the Native American tribes involved in the conflict sided with France in the French and Indian War, despite the larger British presence in North America. Unlike the British, the French took strides to develop diplomacy with indigenous populations. This included economic trade, exchange of language, marriage, and cohabitation.¹⁶ Tribes began to become increasingly dependent on European goods. A prosperous¹⁷ fur trade flourished along the St. Lawrence and Mississippi Rivers. While this does not mean that the French settlers and Native Americans lived in complete harmony, there was at least some level of trust and benefit to their alliance.

6. **Precede (verb):** to come before something in time

7. King William's War (1688-1697)

8. Queen Anne's War (1702-1713)

9. Nova Scotia is one of Canada's three Maritime provinces.

10. King George's War (1744-1748)

11. **Cede (verb):** to give up (power or territory)

12. **Lucrative (adjective):** producing a great deal of profit

13. **Brash (adjective):** self-assertive in a rude, noisy, or overbearing way; cocky

14. **Imperialist (noun):** someone who supports the expansion of a country's power, often through military and diplomatic means

15. **Coalition (noun):** alliance

16. **Cohabitation (noun):** living or existing at the same time or in the same place

17. **Prosperous (adjective):** financially successful

In contrast, the British did much less to understand their native neighbors. Whether out of ignorance or hostility, the British acted in ways that strained their relationship with the native peoples. For example, the British failed to understand a common gift-giving practice among many tribes; they received much but gave little back. They secluded¹⁸ themselves from the native population. Indeed, the British seemed to have no interest in developing friendly relationships with the tribes. Both sides regarded the other with mistrust.

In the end, France and Britain prioritized land, wealth, and the extension of their empires, none of which were in the best interest of indigenous peoples. Natives did what they could to protect their ancestral lands and to maintain their traditions and lifestyles. Nevertheless, time and time again, alliances were formed, if only briefly, so that each side might pursue what was best for them.

Warfare

The first phase of this war was a sheer disaster for Britain. Assaults on French territory ended in bitter defeat. The French and their Indian allies inspired fear on the British frontier by burning and pillaging¹⁹ settlements. The French even struck within sixty miles of Philadelphia. Americans were dismayed. They believed that Britain was not making the proper commitment to North America.

The turning point in the war came when the British statesman William Pitt²⁰ took over wartime operations. He believed North America was critical for England's global domination. Pitt turned command of recruitment and supplies over to local authorities in America and promised to reimburse²¹ them for their efforts. He committed more troops and rearranged commanding officers, replacing old war heroes with energetic young ones.

- [10] Militarily, the tide began to turn, as the British captured Louisbourg,²² an important strategic port the British used to close the St. Lawrence Seaway. The death blow to the French cause was struck in Quebec in 1759. Commander James Wolfe²³ bravely sent his forces up a rocky embankment to surprise the French. The battle that followed on the Plains of Abraham killed Wolfe and the French commander, and the crucial stronghold was transferred to British hands. It would only be a matter of time before Montreal suffered the same fate.

The French chapter of North American history had ended in a bloody finale.

-
18. **Seclude (verb):** to keep (someone) away from other people; to isolate
19. **Pillage (verb):** to rob using violence, especially in wartime
20. William Pitt (1708-1778) was the British secretary of state during the French and Indian War. He later served as Prime Minister of Great Britain.
21. **Reimburse (verb):** to repay someone who has spent or lost money
22. The Fortress of Louisbourg is located on Cape Breton Island in Nova Scotia. The fortress is an important site in the history of Anglo-French struggle for modern-day Canada.
23. James Wolfe (1727-1759) was a British Army officer, known for his training reforms but chiefly for his victory over the French at the Battle of the Plains of Abraham in 1759. After his death in said battle, Wolfe was called "The Hero of Quebec" or "The Conqueror of Canada," since the capture of Quebec led to the end of French control in the country.

The War's Aftermath

The fighting in North America mostly ended by 1760. The war officially ended with the Treaty of Paris (1763), which forced France to surrender its North American territories east of the Mississippi to Great Britain. This would have massive consequences for all involved, shaping the destinies of North America and Europe as we know it.

Despite this great increase in land, the imperial struggle took its toll on England. The empire had incurred a tremendous amount of debt. Its attempts to recover losses by increasing taxes on the American colonists would ultimately be one of the causes of the American Revolution. Furthermore, the leadership experience gained by colonial fighters such as George Washington during the wars would be used against the Redcoats in the decades that followed. France was weakened by the loss of New France, the financial burden of war, and the embarrassing overall defeat. Civil unrest and distrust in the monarchy would eventually culminate²⁴ in the French Revolution²⁵—but not before France's participation in the American Revolution. What better way to strike back at Britain than to provide direct aid to the colonists fighting for freedom?

France and Great Britain were not the only sides affected by the war. The outcome of the French and Indian War would have a profound effect on the course of Native Americans' histories. The significant loss of French presence in North America might have benefitted Native Americans at one point, but the forfeiture left this territory open to British (and later American) expansion and rule. The switch from French to British control was a difficult one. In the case of General Amherst,²⁶ who oversaw this transition of French forts to British control, he introduced policies that disturbed many indigenous people and contributed to Pontiac's Rebellion,²⁷ the first of many acts of Native defiance.

- [15] In 1761, a Chippewa²⁸ chief named Minavavana made an address to English fur trader Alexander Henry.²⁹ The following quote is as recorded by Henry:

"Englishman, although you have conquered the French, you have not yet conquered us!
We are not your slaves....

"Englishman, our father, the King of France, employed our young men to make war upon your nation. In this warfare many of them have been killed, and it is our custom to retaliate until such time as the spirits of the slain are satisfied. But the spirits of the slain are to be satisfied in either of two ways; the first is by the spilling of the blood of the nation by which they fell; the other by *covering the bodies of the dead*, and thus allaying³⁰ the resentment of their relations. This is done by making presents.

24. **Culminate (verb):** to reach a climax or point of highest development
25. The French Revolution (1789-1799) was a period of social and political upheaval in France that led to the removal and execution of the French Bourbon monarchy.
26. General Jeffery Amherst (1717-1797) was an officer in the British Army and Commander-in-Chief of the Forces. He is perhaps best known as the architect of Britain's campaign to conquer New France during the Seven Years' War. Under his command, British forces captured Louisbourg, Quebec City, Montreal, and several major fortresses.
27. Pontiac's Rebellion (1763-1766) was launched by a confederation of Native American tribes (primarily from the Great Lakes region, the Illinois Country, and Ohio Country) who were dissatisfied with British postwar policies. It is named after the Odawa leader Pontiac, the most prominent of leaders in this conflict.
28. Another name for this Native American nation is Ojibwe, or Ojibwa, the majority of whom live in Canada.
29. Alexander Henry 'The Elder' (1739-1824) was one of the pioneers of the British-Canadian fur trade after the British conquest of New France.
30. **Allay (verb):** to diminish or put at rest (such as fear, suspicion, or worry)

"Englishman, your king has never sent us any presents,... wherefore he and we are still at war; and until he does these things we must consider that we have no other father, nor friend among the white men than the King of France.... You do not come armed with an intention to make war.... We shall regard you, therefore, as a brother.... As a token of our friendship we present you with this pipe to smoke."

While many Native American tribes sided with the French in the war, the tide eventually turned in favor of the British. Aware that it was in their best interest, Native Americans became more eager to make peace with the apparent victor. But this would not erase any fundamental misunderstandings or the history of violence between them. For Minavavana and many native people like him, there was neither stability nor "satisfaction" to be found in the end of the French and Indian War — only uncertainty.

"French and Indian War", © 2016, CC BY-NC-SA 2.0. Reprinted with permission, all rights reserved.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best describes a central idea of the text? [RI.2]
 - A. The Native Americans lived in perfect harmony with their French allies.
 - B. France had a larger, more established presence in North America than the British, which made their defeat all the more embarrassing.
 - C. The French and Indian War was the culmination of a struggle between two foreign powers for, essentially, global dominance.
 - D. The French and Indian War was unique among the four wars between Britain and France, as it was the only one to be fought on North American soil.

2. PART B: Which of the following quotes best supports the answer to Part A? [RI.1]
 - A. "The New World served as the stage for a small but significant part of the struggle for global domination between England and France." (Paragraph 1)
 - B. "Round four, the final conflict of this particular global struggle between England and France, broke out in 1754. Unlike the three previous conflicts, this war began in the New World." (Paragraph 3)
 - C. "A majority of the Native American tribes involved in the conflict sided with France in the French and Indian War, despite the larger British presence in North America. Unlike the British, the French took strides to develop diplomacy with indigenous populations." (Paragraph 5)
 - D. "France was weakened by the loss of New France, the financial burden of war, and the embarrassing overall defeat." (Paragraph 13)

3. Which of the following statements best summarizes why some Native Americans allied with either side of the war? [RI.3]
 - A. In general, Native American played one side against the other to their own advantage, but a majority sided with the French due to positive trade relations between them.
 - B. The majority of eastern native tribes sided with the French due to their sense of loyalty and dependence on these Europeans.
 - C. Many Native Americans sided with the English because they saw the tactical advantage of allying with the greater presence of British settlers than the few French.
 - D. There was a relatively even split between Native American groups who chose to fight; this was based more on geographical location and proximity to certain European settlements.

4. How does the text connect the outcome of the French and Indian War to the American Revolution? [RI.3]
- A. Following their loss, France was in bad shape and could only ally themselves with the ragtag Americans colonists; this led to France's reluctant participation in the American Revolution.
 - B. The financial strain of the war prompted Britain to raise colonial taxes; this frustration with taxes, coupled with frustration for prohibited expansion, led to revolution in the colonies.
 - C. France's embarrassing loss in the French and Indian War provoked further animosity towards Britain; to get back at them, France began seeding ideas about revolution in the colonies.
 - D. Following the war, Native Americans were disturbed by British policies in a once French-settled land, and this further added to the turmoil Britain was facing as it attempted hold on to control of America.
5. Reread the conclusion of the text. Why does the author likely include the quote by Minavavana? What does this section contribute to the overall text? [RI.6] [RI.5]

Name: _____

March 19

Most of the materials that plants need in order to grow come from -

A Other plants

B The air

C The soil

D Solid rock

Which of the following would provide the best evidence that plants require water for growth?

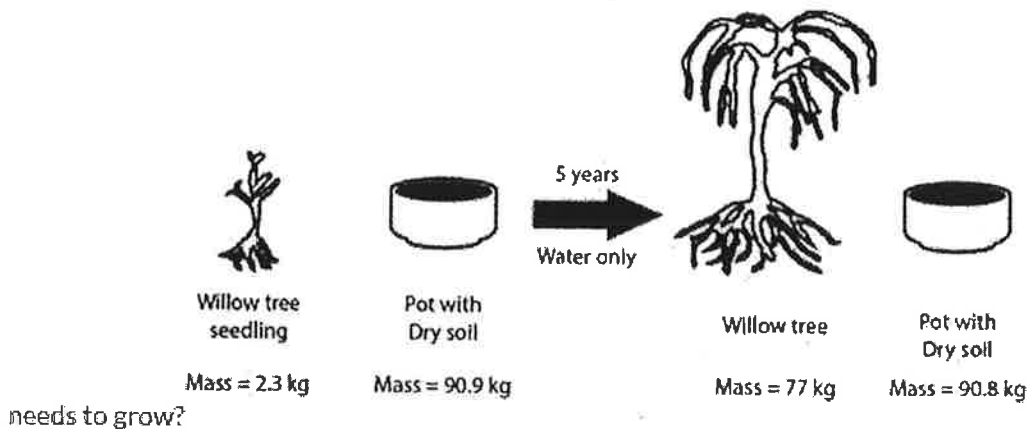
A Watering two plants on alternate days over a period of one year and measuring the growth of both plants

B Comparing data on the growth rates of plants in habitats that receive lots of rain and plants in drier habitats

C Growing 100 plants under identical conditions, but providing water to only 50 of the plants, then measuring the growth of all the plants

D Timing how fast different seeds are able to grow in soil and how fast seeds are able to grow in water from several different sources.

In a famous experiment, a scientist measured the mass of a small willow tree seedling and the mass of a pot of dry soil. The willow tree was planted in the soil, and only water was added as the tree grew. After five years, the mass of the soil and the willow were measured again. What data from this investigation supports the claim that soil does not provide most of the materials a plant



needs to grow?

- A** The mass of the dry soil was greater than the tree after it grew.
- B** After the willow tree grew, the soil lost 0.1 kg of mass.
- C** The willow gained mass, but the soil lost almost no mass.
- D** The amount of mass the willow tree gained during the five years was 74.7 kg.

As a plant grows, it gains mass. Which of the following provides the most matter that a plant uses for its growth?

- A** Gases in the air
- B** Minerals in the soil
- C** Salt in the water
- D** Chemicals in fertilizers

The idea that plants do not need soil to grow is supported by which of the following observations?

- A Plants remain green for several hours after being removed from the soil.
- B Different types of plants grow better in different types of soil.
- C Some plants are grown in containers with nothing but water.
- D When plants die, some of their nutrients are returned to the soil.

A table that lists the characteristics of four distinct environments is provided. Which of four environments listed in the table would provide the best chance of survival for an organism with the following needs? pH between 5.0 - 7.5 Rainfall between 5-7 cm per year Average temperature between 20-25 °C

| Environment | Soil pH | Yearly Rainfall (cm) | Average Temperature (°C) |
|-------------|---------|----------------------|--------------------------|
| 1 | 4.8 | <1 | 0 - 10 |
| 2 | 6.5 | 2-6 | 10 - 30 |
| 3 | 7.3 | 4-8 | 12 - 18 |
| 4 | 5.2 | 1-3 | 5 - 20 |

A 1

B 2

C 3

D 4

Which of the following describes a relationship in which one organism depends on another for its needs?

- A** A rabbit burrowing in the ground
- B** A hawk catching and eating a mouse
- C** A frog cooling off in a pond
- D** An oak tree absorbing sunlight for food

The table shows the basic needs of a robin. Which environmental change would be harmful to

| Basic Needs of a Robin | |
|------------------------|--|
| Food | Earthworms, small insects, termites |
| Shelter | Trees in which to build nests |
| Water | Streams, ponds, puddles |
| Space | Area in which to fly and search for food |

the survival of a robin?

- A** Prairie dogs digging tunnels in the ground.
- B** Beavers building dams across streams.
- C** Humans clearing forests to build houses.
- D** Ants building large anthills in a schoolyard.

Plants need carbon dioxide from the air in order to grow. Which of the following best explains how the carbon dioxide gets into the air? Carbon dioxide is -

- | | |
|----------|--|
| A | released when ice melts to liquid water. |
| B | carried by rainfall to the ground. |
| C | stored in the roots of plants. |
| D | released by animals when they breathe. |

Which of the following is an example of an organism meeting its needs in an ecosystem?

- | | |
|----------|--|
| A | A bear finding a cave in which to hibernate |
| B | Lion cubs playing with each other |
| C | An animal being tagged by a scientist for tracking |
| D | A bird in a laboratory being fed by a scientist |

The food of almost any type of organism can be traced to -

- | | |
|----------|------------|
| A | the Sun. |
| B | the ocean. |
| C | bacteria. |
| D | plants. |

Which of the following best explains the primary role of decomposers in ecosystems?

Decomposers –

- A** break down dead organisms and recycle materials.
- B** provide an important source of food for many animals.
- C** change matter that is not food into matter that is food.
- D** extract water from soil and release it into the atmosphere.

Plants and animals put solids, liquids and gases into environment by –

- A** absorbing nutrients.
- B** producing offspring.
- C** consuming food.
- D** releasing waste.

All of the following are examples of the exchange of matter represented by the arrows in this

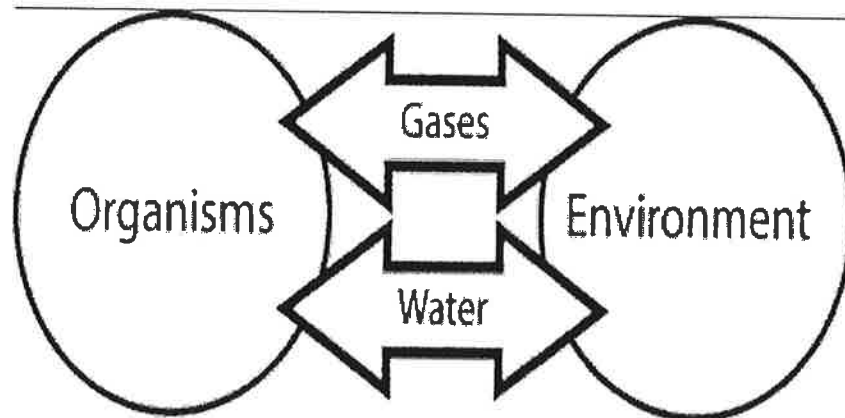


diagram EXCEPT –

- A** fish taking oxygen from a pond.
- B** deer absorbing nutrients from the plants they eat.
- C** grass getting carbon dioxide from the air.
- D** monkey releasing water vapor as it breathes.

The main requirement for a diverse ecosystem is that –

- A** new species, which compete with existing species, are continually introduced.
- B** there are enough resources available to support many different types of organisms.
- C** the number of animal species is greater than the number of plant species.
- D** none of the organisms present are consuming other organisms to meet their needs.

A healthy, stable ecosystem is one in which many kinds of plants and animals -

- A** Lack what they need to live
- B** Produce only a few offspring
- C** Are protected from all diseases
- D** Are able to meet their needs

Which of the following would be the most likely to cause the rapid disruption of an ecosystem?

- A** The introduction of a new species
- B** A gradual change in temperature
- C** Varying rainfall from season to season
- D** One kind of organism preying on another

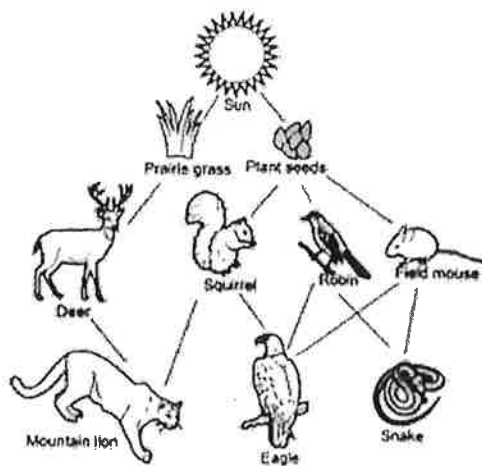
Rainforest ecosystems are able to meet the needs of a large number of species. As rainforest trees are cut down to make room for farming land, we can predict a decrease in the -

- A** Health of the ecosystem
- B** Amount of rainfall
- C** Average daily temperature
- D** Amount of sunlight that reaches the forest floor

In any ecosystem, which of the following must be present in order to support the needs of all the animals?

- A Plants are needed to transform energy from the Sun into food.
- B Tall cliffs or mountains are needed to provide places for shelter.
- C Soft soil is needed to allow digging and burrowing.
- D Wide-open spaces are needed to watch for predators.

A food web for a prairie ecosystem is provided. In this ecosystem, matter is transferred from -



- A Eagle → squirrel → plant seeds
- B Sun → plant seeds → plant
- C Mountain lion → eagle → snake
- D Prairie grass → deer → mountain lion

Carbon dioxide gas moves from the atmosphere and into living things as part of what process?

- A** Animals eating plants
- B** Plants decomposing
- C** Plants producing food
- D** Animals releasing waste

Which of the following best describes the role of decomposers in the cycling of matter?

- A** Returning nutrients from dead plants and animals to the soil
- B** Releasing oxygen gas into the atmosphere for animals to breathe
- C** Using energy from the Sun to produce food for plants and animals
- D** Providing a source of food for plants and animals to eat

Liquid water is moved from living things to the environment when animals -

- A** Eat
- B** Urinate
- C** Sleep
- D** Breathe

Matter moves directly from plants to animals when plants are eaten by animals. Matter also moves from plants to animals indirectly through -

- A Sunlight
- B Heat
- C Adaptations
- D Air

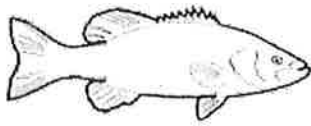
How does the decomposition of a fallen tree contribute to the health of a forest?

- A The smell of decayed matter repels insects and small animals.
- B As the tree decays, nutrients cycle to other organisms.
- C A large, fallen tree can shelter green plants from the sunlight.
- D A fallen tree prevents weathering of rock from occurring.

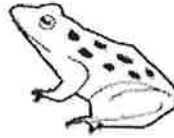
Which of the following characteristics is used when determining whether to place an animal in the vertebrate group or the invertebrate group?

- A Ability to walk on two legs
- B Presence of a spinal cord
- C Method of respiration
- D Flow of blood through body

What question can be used to sort fish, such as a bass, from amphibians, such as a frog?



Bass (fish)



Frog (amphibian)

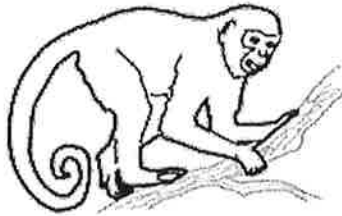
- A** Does the organism use gills to breathe?
- B** Does the organism eat insects?
- C** Is the organism able to move around?
- D** Does the organism lay eggs?

Using the information in the table, which one of the following is a vertebrate?

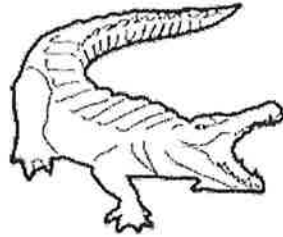
| Animal | Diet | Reproduction | Backbone |
|-------------|------------|--------------|----------|
| Grasshopper | Plants | Egg laying | none |
| Iguana | Plants | Egg laying | present |
| Jellyfish | Small fish | Egg laying | none |
| Spider | Insects | Egg laying | none |

- A** Grasshopper
- B** Iguana
- C** Jellyfish
- D** Spider

Which of the following questions could we ask to distinguish a mammal, such a spider monkey, from a reptile, such as a crocodile?



Spider monkey (mammal)



Crocodile (reptile)

- | | |
|----------|--|
| A | Does the animal have four limbs? |
| B | Does the animal lay eggs to reproduce? |
| C | Does the animal consume food for energy? |
| D | Does the animal have a backbone? |

The table provided shows the characteristics of several different plants.

| Plant | Produces Seeds | Has Flowers | Has Roots, Stems, and Leaves |
|-----------|----------------|-------------|------------------------------|
| Rose | Yes | Yes | Yes |
| Pine Tree | Yes | No | Yes |
| Fern | No | No | Yes |
| Algae | No | No | No |

Which one of the plants described below could be classified in the same group as one of the plants in the table?

- A** Plant A: Does not produce seeds; has roots, stems, and flowers.
- B** Plant B: Produces seeds; has roots, stems, and leaves but no flowers.
- C** Plant C: Does not produce seeds; has roots, stems, and leaves, and has flowers.
- D** Plant D: Produces seeds; has no roots, stems, leaves, or flowers.