Directions: Write the letter of the correct answer on the answer sheet.

Base your answer to questions 1 and 2 on the map below and on your knowledge of social studies.

1.  According to many anthropologists, a land bridge during the Ice Age allowed migration between which two continents?
   a. South America and North America
   b. North America and Europe
   c. Asia and North America
   d. Europe and Asia

2.  What condition accounted for the migration patterns of early people in the Americas?
   a. Adventurers were looking for gold and spices.
   b. Settlers were looking for religious freedom.
   c. Nomads were fleeing tribal conflicts.
   d. Hunters needed to follow herds of animals.
Answer questions 3 and 4 based on the photographs below and your knowledge of social studies.

<table>
<thead>
<tr>
<th>Hopi Pueblo</th>
<th>Sioux Teepees</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Hopi Pueblo" /></td>
<td><img src="image2.png" alt="Sioux Teepees" /></td>
</tr>
</tbody>
</table>

3. What is similar about the dwellings in the two photographs?
   a. Both of the structures are made of the same materials.
   b. They both served as homes for people.
   c. They both can both be easily moved.
   d. They are both found on the East Coast of the United States.

4. From the photographs of their dwellings one can infer that
   a. the Sioux were hunters, while the Hopi were farmers.
   b. both the Sioux and the Hopi moved frequently.
   c. agriculture was the main source of food for both cultures.
   d. they are both located near a major water source.
Answer questions 5 and 6 based on the map below and your knowledge of social studies.

5. Henry Hudson explored the river that bears his name in 1609 as he was trying to find
   a. a direct route to Africa from England.
   b. where the Spanish had settled in the New World.
   c. a Northwest Passage across the Western Hemisphere.
   d. Verrazano who had gotten there before him.

6. Hudson claimed the river and its surrounding territory for
   a. The Netherlands
   b. Spain
   c. France
   d. England
Answer questions 7 and 8 based on the chart below and your knowledge of social studies.

7. A conclusion best supported by this chart is that the Columbian Exchange
   a. increased the isolation between Europe and the Americas.
   b. ended the slave trade in the Eastern Hemisphere.
   c. resulted in a decrease of trade between North America and Europe.
   d. led to the spread of disease to the Native Americans.

8. One effect of the Columbian Exchange on Europeans was to
   a. introduce cattle to Europe for the first time.
   b. introduce Europeans to a more varied diet.
   c. cause them to reject trade with the Western Hemisphere.
   d. ban the importation of food from abroad.
Answer questions 9 and 10 based on the reading below and your knowledge of social studies.

“The first Europeans to settle in New England in the northeastern part of America were few in number. They wanted land. The Native Americans did not fear them. There was enough land for everyone to use and plant crops. At first it was easy to live together. The Indians helped the settlers by teaching them how to plant crops and survive on the land.

But the Native Americans did not understand that the settlers were going to keep the land. This idea was foreign to the Native Americans. In the Native American’s view it was like to trying to own the air, or the clouds. As the years passed, more and more settlers arrived, and took more and more land. They cut down trees. They built fences to keep people and animals out. They demanded that the Indians stay off their land.”

Adapted from – http://www.manythings.org/voa/history/5.html

9. An historian would find this document most useful for
   a. Explaining Native American survival skills in the New World.
   b. Illustrating the fences used by Native Americans.
   c. Describing the similarity in the culture of Native Americans and Europeans.
   d. Learning about early interactions of Native Americans and Europeans.

10. Based on the information provided in this reading which claim is best supported?
   a. The Native Americans and the Europeans had different perspectives on land ownership.
   b. The settlers brought new technology to the Native Americans.
   c. Native Americans and Europeans easily settled their cultural differences.
   d. Europeans believed that land belonged to everyone.
Answer questions 11 - 13 based on the diagram below and your knowledge of social studies.

![Features of the Thirteen Colonies](http://www.nysedregents.org/grade8/socialstudies/20060607book1.pdf)

11. Which region of the thirteen colonies is represented by Cluster A?
   a. Frontier region
   b. Southern colonies
c. Middle colonies  
d. New England colonies

12. The differences between the three clusters was mainly due to  
a. relations with England  
b. geographic conditions  
c. political beliefs  
d. religious practices
Part 2 – Constructed Response Question Set #1
Document 1

QUESTION 1

Historical Context - refers to the historical circumstances that led to this event/idea/historical development.


“He (Columbus) definitely saw profit in enslaving and selling native peoples kidnapped from Caribbean shores. Once he made allies among what he called “good Indians,” Columbus advocated fighting and enslaving native groups he presumed to be cannibals. By 1500, he and his brothers had sent nearly 1,500 enslaved islanders to European markets to be sold. Even “friendly” indigenous peoples were forced to mine gold en masse, speeding death from malnourishment, overwork and disease.

Columbus was clearly no friend of native peoples, but a document discovered 10 years ago in Simancas, Spain, suggests he was an equal-opportunity tyrant. Witnesses testified that his brief government of Hispaniola was marked by routine cruelty not only to the native Taínos but also to Spaniards who defied or mocked him. A woman who reminded Columbus that he was the son of a weaver had her tongue cut out. Others were executed for minor crimes.

Colonialism is never pretty, and in his treatment of native peoples, Columbus was following Spanish and Portuguese trading and slaving practices.”

https://www.washingtonpost.com/opinions/five-myths-about-christopher-columbus/2015/10/08/3e80f358-6d23-11e5-b31c-d80d62b53e28_story.html?utm_term=.3e2456231802

QUESTION 1
1. Using Document 1, explain how the historical circumstances led to the events shown in the reading above.
Document 2

Landing of Columbus (12 October 1492), painting by John Vanderlyn 1836

https://en.wikipedia.org/wiki/Christopher_Columbus

QUESTION 2

2a. Using document 2, identify Vanderlyn’s point of view shown in this painting.

2b. Explain the extent to which this excerpt is a useful source of evidence for understanding the landing of Columbus in San Salvador.
### QUESTION 3

**Similarity** - tells how something is alike or the same as something else.  
**Difference** - tells how something is not alike or not the same as something else.

3a. Identify a similarity or difference between the ideas presented in Document 1 and Document 2.

3b. Explain a similarity or difference between the ideas presented in Document 1 and Document 2. Be sure to use evidence from both documents in your response.
Throughout the course of the 17th century, the various British North American colonies erected (created) a series of laws... that served to entrench (establish) African slavery at the heart of colonial society, particularly in the South...

During the colonial period, nowhere did slavery become more firmly entrenched (rooted) than in Virginia, and the slave system that Virginia developed during this period served as a model for all other slave societies in the years to come... The Virginia House of Burgesses passed a series of laws in the second half of the 17th century that legitimized African slavery. Perhaps most important, the legislature grounded (based) slavery on a strict definition of race, ensuring that anyone with even as little as one-eighth of African blood was likely to be a slave. The laws also clearly classified (labeled) slaves as property, according them no rights or protections under the law...

By that point, slavery was firmly entrenched (rooted) as the primary labor system of the South...New England shipping firms profited immensely (greatly) from the trade by transporting Africans from their homeland to America.

**QUESTION 1**

**Geographic Context** – where this historical document is taking place and why it is taking place there.

1. Using Document 1, explain how the geographic circumstances affected the development of slavery in North America.
QUESTION 2

2a. Using Document 2, Austin, Laurens, & Appleby’s audience for this advertisement.

2b. Explain the extent to which this advertisement is a useful source of evidence for understanding the institution of slavery in North America.
Throughout the course of the 17th century, the various British North American colonies erected (created) a series of laws... that served to entrench (establish) African slavery at the heart of colonial society, particularly in the South. During the colonial period, nowhere did slavery become more firmly entrenched (rooted) than in Virginia, and the slave system that Virginia developed during this period served as a model for all other slave societies in the years to come. The Virginia House of Burgesses passed a series of laws in the second half of the 17th century that legitimized African slavery. Perhaps most important, the legislature grounded (based) slavery on a strict definition of race, ensuring that anyone with even as little as one-eighth of African blood was likely to be a slave. The laws also clearly classified (labeled) slaves as property, according them no rights or protections under the law. By that point, slavery was firmly entrenched (rooted) as the primary labor system of the South... New England shipping firms profited immensely (greatly) from the trade by transporting Africans from their homeland to America.