*5th Grade, Quarter 3*

*Formative Assessment*

This assessment is meant to measure progress towards the following standards:

* RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
* RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Directions for Giving the Assessment:

Students should spend 20 minutes independently reading the passage and answering the questions on this assessment. Encourage students, especially struggling readers, to think about strategies they have for reading difficult passages/texts.

After 20 minutes, please read the passage and questions aloud for the class. If asked, continue to read aloud any portion of the passage or question. While we know that *read aloud* is not an allowable accommodation on the reading portion of high-stakes testing, the purpose of this assessment is to measure reading comprehension…not independent reading comprehension.

Lexile: 1010

**The War of 1812: Another American Victory**

**Adapted from** [**www.socialstudiesforkids.com**](http://www.socialstudiesforkids.com)

**A Balancing Act**

The War of 1812 has often been called the Revolutionary War Part II. And in many ways, it was just that:

* It was a war between America and Great Britain
* It was caused in part by disagreements over shipping and trade on the high seas
* It involved fighting in America and in Canada
* It ended in an American victory

Overall, however, it was a war to decide how much influence the United States would have in foreign affairs. President Thomas Jefferson was looking to keep American goods flowing overseas and, at the same time, keep America out of foreign wars. It was a balancing act, and the U.S. was bound to lose its balance sooner or later.

Britain and France were at war with each other, as was much of the rest of Europe. Both sides thought that American ships were supplying the other with food and weapons. Both British ships and French ships routinely stopped American ships on the high seas and demanded to search the cargo holds. Sometimes, these encounters were violent.

**Trade, Shipping, and War**

U.S. anger rose to a fever pitch and resulted in the passage of The Embargo Act, a law which stopped all American goods from sailing to foreign ports (not just British or French ports but *all* foreign ports).

The Embargo Act was a disaster. Jefferson had thought that Britain and France would be devastated when they didn't receive their regular shipments of food, weapons, and other American goods. Instead, the two warring nations managed to get along right nicely without American goods. The Embargo Act backfired, and American ships sat in American ports, their cargoes rotting or spoiling.

James Madison was elected president following Jefferson. Before he left office, Jefferson signed a bill repealing, taking away, the Embargo Act. But American ships kept being searched. And Americans anger grew. President Madison tried to keep the United States out of the European War. But the more poorly American ships and sailors were treated, the more American people wanted war.

**The War Hawks Win**

The American people wanted war with both Britain and France, but the resentment toward Britain was stronger. The people who wanted war with Great Britain were called War Hawks. Among the leaders of the War Hawks were Henry Clay and John C. Calhoun. They finally persuaded Madison to ask Congress for a declaration of war in June 1812. Congress agreed, and war was declared.

1. Which of the following definitions best matches the word embargo as it is used in the section titled “Trade, Shipping, and War”?

A. To prevent or ban

B. To package and ship

C. To sell and trade

D. To influence or support

1. Drag into the box two details from the passage that help the reader understand the negative effects of the Embargo Act.
2. Encounters between British or French ships and the American ships were sometimes violent.
3. The cargoes on American ships rotted or spoiled while waiting in the harbors.
4. The more poorly American ships and sailors were treated, the more American people wanted war.
5. Britain and France did not need the cargo on the American ships.
6. What is the main purpose of the section titled “The War Hawks Win”?
7. To define war hawks and give examples of them
8. To explain why America entered the war in 1812.
9. To tell about Henry Clay and John C. Calhoun
10. To compare the American Revolution to the War of 1812.
11. Which of the following details from the passage support the statement that The War of 1812 similar to the Revolutionary War? Drag two details that support the claim into the box.
12. Britain and France were at war with each other, as was much of the rest of Europe.
13. People disagreed about the shipping of goods across the ocean.
14. Americans resented the British.
15. President Jefferson wanted to keep trading American goods with other countries.
16. Explain how Presidents Jefferson and Madison supported the American people leading up to The War of 1812. Use details from the passage to support your answer.