Unit 3

Clues to a Culture

ELA Task

Measuring Standards

RI.5.1

RI.5.2

RI.5.5

W.5.2

 This task was designed to assess student understanding of the standards listed above. It consists of two short informational texts, questions for each text, and one prose constructed response.

\*Note: The PARCC ELA Task Generation Model consists of 1 Extended Informational Text and 2 Additional Informational Texts in a Research Simulation.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Assessment Unit 3 Clues to a Culture

RI.5.1/5.2/5.3

Read this text and answer the questions that follow.

Fighting to Keep a Homeland

An excerpt from The Shawnee by Alice K. Flanagan

 Throughout the 1700s, Europeans and Americans fought the Shawnee and other Woodland tribes for ownership of the land on which the Indians lived and hunted. In the 1800s, a young Shawnee leader named Tecumseh tried to unite the tribes to fight against those who were keeping them from the Ohio River Valley. He and his brother, Tenskwatewa (“the prophet”), founded a town called Tippecanoe in Indiana Territory. Later, the town was called Prophetstown. It became a meeting place for anyone wanting to fight to protect their homeland and keep their Indian ways.

1

 Tecumseh was a trained warrior. In the American Revolution, he fought alongside the British against the American colonists. Throughout the 1790s, he fought with other Ohio tribes to stop the American settlement from spreading. In the end, the Woodland tribes and the British were defeated.

2

 In 1795, more than a thousand chiefs and warriors agreed to the Greenville treaty, which gave all the land south of the Ohio River (most of present-day Ohio and southern Indiana) to the United States. But Tecumseh and a few others would not sign the treaty or give up.

3

 In 1812, Tecumseh became a general in the British army. He fought with them against Americans in the War of 1812. A year later he was killed near the Thames River in Ontario, Canada. After Tecumseh’s death, the Shawnee gave up their fight to win back their homeland.

4

Question #1

|  |
| --- |
| What is the meaning of the word “ways” as it is used in paragraph 1? |
| 1. a distance
2. how someone behaves
3. a series of roads or paths
4. doors or openings
 |

Question #2

|  |  |
| --- | --- |
| RI.5.2 | Part A: Choose two main ideas of this passage.  |
| 1.
 |

|  |
| --- |
| Part B |
| Record the main ideas you selected in Part A below. Under each main idea, provide one piece of evidence that supports the main idea.  |
| Main Idea #1 | Main Idea #2 |
| Evidence  | Evidence |

Question #3

|  |  |
| --- | --- |
| RI.5.5 | Part A: What text structure did the author use to convey this information? |
| 1. chronological/sequential
2. cause-effect
3. description
4. problem-solution
5. comparison
 |
| What clues from the text tell you this? |

Read this text and answer the questions that follow.

Who Were the Loyalists?

An excerpt from If You Lived in the Time of the American Revolution

by Kay Moore

 About one-third of the people living in the colonies wanted to remain as citizens of England. They stayed loyal for different reasons:

1

1. They believed the king had the right to rule the colonies and that his laws were fair.
2. They were afraid of the British soldiers.
3. They had family in England and didn’t want to put them in danger.
4. They felt that a government run by rich Patriots would be worse.

 These people were known as “Loyalists,” “Royalists,” “friends of the government,” “the King’s friends,” or “Tories.”

Some Loyalists joined the British army and became regular British soldiers (called “Redcoats” or “Lobsterbacks” by the Patriots because of the color of their uniforms).

2

 Others formed Loyalist units that fought with the British. Among these were the Loyal Greens, Kings American Regiment, Queen’s Loyal Rangers, and Royal American Regiment.

3

 Many Native Americans, including the Iroquois and the Seneca nations, joined the British side. So did thousands of African Americans. They had been slaves, brought over to the colonies from Africa against their will to work on plantations in the South, or born in the colonies as slaves. The British gave them their freedom in return for their help.

4

Questions

|  |
| --- |
| What is the meaning of the word “units” as it is used in paragraph 4? |
| 1. a room in a hospital
2. a single thing, person, or group that is part of something larger
3. a part of a machine with a particular use
4. a way to measure
 |

Question #2

|  |  |
| --- | --- |
| RI.5.2 | Part A: Choose two main ideas of this passage.  |
| 1.
 |

|  |
| --- |
| Part B |
| Record the main ideas you selected in Part A below. Under each main idea, provide one piece of evidence that supports the main idea.  |
| Main Idea #1 | Main Idea #2 |
| Evidence  | Evidence |

Question #3

|  |  |
| --- | --- |
| RI.5.5 | Part A: What text structure did the author use to convey this information? |
| 1. chronological/sequential
2. cause-effect
3. description
4. problem-solution
5. comparison
 |
| What clues from the text tell you this? |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

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RI.5.1/5.2/5.3

W.5.2

Prose Constructed Response

You have read two texts about how different groups of people responded during the American Revolution. Write a newspaper article comparing how these two groups of people responded to the events leading up to the American Revolution.

* In your article, tell how the challenges each group faced were the same and different.
* Use a different text structure than the ones used in these articles.

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