

Name: _____

Date: _____

Directions:

Read the following passages and then write your answers. Be sure to use details from the text.

Two Row Wampum

In 1613, the Mohawks noticed people coming into their territory unannounced. The visitors had begun to cut trees and clear land for their homes and farms. They had entered the lands of the Haudenosaunee and were now occupying some of their empty rooms (land). The newcomers dressed oddly and had hair on their faces. They had iron pots and pans and had their families with them. These people needed a place to live. The Mohawks sent a runner to Onondaga to convene a meeting of the Haudenosaunee.

At the meeting it was discussed that a delegation must travel to where these people had settled to determine their intentions. It was difficult for the delegation. The people they met spoke in a language they hadn't heard before. It took much time and patience for the two people to begin to communicate.

1. Annotate your text. Use what you have learned about reading closely. Underline the things you understand.
2. Circle words that you do not understand. Read around the words and see if you can figure them out.
3. The passage states "In 1613 the Mohawks noticed people coming into their territory unannounced." Think about *unannounced*. If someone **announces** something, they
 - a. tell someone about it, or make it known.
 - b. keep something a secret and hidden.
 - c. hurry to try to find an answer
4. So if something is unannounced, it is
 - a. secret
 - b. unexpected
 - c. slow
5. The passage states "The Mohawks sent a runner to Onondaga to convene a meeting of the Haudenosaunee." Based on this passage, a *runner* is someone who
 - a. likes to race
 - b. carries messages
 - c. attacks secretly

6. The “visitors” are also referred to as “the newcomers.” What do we find out about the newcomers?

7. Based on the passage, to *convene* means

- a. to cancel
- b. to call together
- c. to control

8. According to the passage, why did the Mohawks convene a meeting?

9. What was a problem the Mohawks had when they met with the newcomers?

Using Resources

After many discussions, it was decided that the Haudenosaunee and the Europeans must have a way to greet each other when they met. The settlers with their large sailed boat thought that they should be called “Father” and the Haudenosaunee “Son.” The Haudenosaunee said that this would not do. “We shall address each other as “Brothers”. This shows that we are equal to each other.”

As the Haudenosaunee and Dutch discovered much about each other, an agreement was made as to how they were to treat each other and live together. Each of their ways would be shown in the purple rows running the length of a wampum belt. “In one row is a ship with our White Brothers’ ways; in the other a canoe with our ways. Each will travel down the river of life side by side. Neither will attempt to steer the other’s vessel.”

10. Annotate your text. Use what you have learned about reading closely. Underline the things you understand.
11. Circle words that you do not understand. Read around the words and see if you can figure them out.
12. What does this passage tell you about the Haudenosaunee people? What does it tell you about the Dutch people? Use details from the text to support your response.

13. Based on the passage, what is a *vessel*? How do you know?

GRADE 4: MODULE 1A: UNIT 1A: LESSON 11
End of Unit 1 Assessment:
On-Demand Paragraph Writing

<p>First symbol on your wampum belt:</p> <p>-</p> <p>Describe the symbol.</p> <p>-</p> <p>What does it symbolize?</p> <p>-</p>	<p>Second symbol on your wampum belt:</p> <p>-</p> <p>Describe the symbol.</p> <p>-</p> <p>What does it symbolize?</p> <p>-</p>
<p>Topic Sentence:</p>	
<p>Third symbol on your wampum belt:</p> <p>-</p> <p>Describe the symbol.</p> <p>-</p> <p>What does it symbolize?</p> <p>-</p>	<p>Conclusion</p>

GRADE 4: MODULE 1A: UNIT 1A: LESSON 11
End of Unit 1 Assessment:
On-Demand Paragraph Writing

Name: _____

Date: _____

Write your paragraph here. Be sure to include the following in your writing:

- A main idea.
- Describe your 3 symbols and tell what they symbolize.
- How do your symbols help explain the ideas in the texts “Birth of the Haudenosaunee” and the “Thanksgiving Address”?
- A concluding sentence.

Rubric for the Longhouse Presentations

1. Your longhouse has the “3 Sisters” visible (corn, beans, squash) and explain why the 3 Sisters are important to the Haudenosaunee. (20 points)
2. Describe your clan symbol and what it represents. (20 points)
3. Describe the materials you’ve used on your longhouse and its features. (20 points)
4. Explain one of the extra (bonus) items in your longhouse and how the Haudenosaunee used it. (20 points)
5. Why is the smoke hole an important part of the longhouse? (20 points)



Mid-Unit 2 Assessment: Inferring about the Silversmith Trade in Colonial Times

Name:	
Date:	

Directions:

1. Read “Colonial Trades: The Silversmith” text.
2. Complete the graphic organizer.
3. Answer the inference question.
4. Write a Help Wanted ad for the silversmith.

Colonial Trades: The Silversmith

Written by Expeditionary Learning for Instructional Purposes

In colonial times, silver, gold, and copper were the metals that were valued most. In Colonial America there were no banks. Most colonists’ wealth wasn’t in money at all, but in land or livestock. But for colonists who did have gold or silver, it was kept at home. When all of the silver coins looked just like another, what could colonists do to protect their money?

The silversmith was a skilled craftsman who worked with silver, gold, and copper to make special objects for the home. Not everyone was wealthy enough to need a silversmith. But wealthy colonists often brought their money to the silversmith. These colonists wanted to protect their silver and gold from being stolen. They had the silversmith make it into useful things like coffee pots, candlesticks, plates, spoons, and more. Each piece looked **unique**, or one-of-a-kind, so the items were easier to identify if stolen.

To be a silversmith you had to be skilled at working with metals. The silversmith used a large fireplace called a **forge** that makes fires extra hot. This special forge helped heat the metals that silversmiths worked with. The metals could be heated then beaten on an anvil with a mallet to make large metal sheets. The metal could also be melted and poured into containers called **molds** that were used to give a teapot or bowl its shape.

The silversmith was expected to make things that were beautiful as well as **functional**. The teapot had to pour tea, but it also had to look nice enough to be put out on the table when guests came. The silversmith was often asked to create pieces with designs that were cut out or engraved into the metal. To make these designs, the silversmiths had to use smaller hammers and more delicate tools to do this **fine** work.

The silversmith was an important colonial trade. Not only did this craftsman make beautiful pieces that could be used in the home, they also helped to protect a family’s wealth.

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Sources

Colonial Williamsburg Web Site, History of Trades section (silversmith):

www.history.org/Almanack/life/trades/tradesil.cfm (last accessed 10/25/12)

Bobbie Kalman, *Colonial Crafts*, Historic Communities series (New York: Crabtree Publishing, 1991); ISBN: 978-0-86505-510-0.

Ann McGovern, *If You Lived in Colonial Times*, illustrated by June Otani (New York: Scholastic, 1992); ISBN: 978-0-590-45160-4.

Flesch Kincaid: 7.0

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NYS Common Core ELA Curriculum



GRADE 4, MODULE 2A: UNIT 2, LESSON 7

Graphic Organizer for Inferring about the Silversmith Trade

	Tools for the Trade	Skills Needed for the Trade	How the Trade Helps People	Other Interesting Things
1.		1.	1.	
2.		2.	2.	
3.		3.		
4.		4.		
5.				

Inference

How did this trade impact life in the colonial village? Use evidence from the text to support your response.



GRADE 4, MODULE 2A: UNIT 2, LESSON 7

Example of a Help Wanted Advertisement: Silversmith

HELP WANTED

Wanted: A person for the trade—

This job involves:

Skills Required of all applicants:

If interested, please apply to: _____



End of Unit 2 Assessment:
Synthesizing Information from Text and Audio Resources

3. Read the completed graphic organizer below. Use the information to write a summary of “Shipbuilders.”

Who . . . (Who is this text about?)	What . . . (What does an apprentice do?)	When . . . (How long was an apprenticeship?)	Where . . . (Where would apprentices work?)	Why . . . (Why were apprentices important?)

Summary of “Shipbuilders”:

4. Read the following excerpt of “Shipbuilders” and answer the question that follows.

“The shipbuilding trade was **vital**ly important in colonial times. Merchants needed their goods to be transported across the ocean and back. Colonists had to travel to and from England. The British navy needed ships to protect the colonies. The American colonies would not have survived without shipbuilders.”

Part 1: What does the word *vital*ly mean in the text above?

- a. somewhat
- b. not at all
- c. very necessary
- d. good for you